



2022 - 2023 Catalog

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The Art Institute of Atlanta
6600 Peachtree Dunwoody Rd, NE
100 Embassy Row
Atlanta, GA 30328-1649

The Art Institute of Virginia Beach
A branch campus of The Art Institute of Atlanta
Two Columbus Center
4500 Main Street, Suite 200
Virginia Beach, VA 23462

For purposes of this catalog, The Art Institute of Atlanta and The Art Institute of Virginia Beach will be collectively referred to as “The Art Institute”. Each individual campus from time to time may identify itself by its unique geographical identifier, i.e. Atlanta or Virginia Beach.

Students have the responsibility to be familiar with the policies and regulations in the Academic Catalog and Student Handbook. Students who have questions about policies before matriculation should contact the Admissions Office. Students who have questions about policies after matriculation should contact the Academic Affairs Office.

The Art Institute reserves the right to change the information contained in this catalog, including, but not limited to, program offerings, curriculum, admission requirements, tuition and fees, graduation requirements, and policies, at any time. Notice is not required for a new policy to take effect; however, The Art Institute will make reasonable attempts to promptly notify students of any changes through website or email postings, mail distribution, or other methods deemed appropriate by the institutional administration.

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Table of Contents

Our Mission.....	3
Our Tradition.....	3
Our Accreditation	3
Our Facilities.....	5
The Art Institute of Atlanta	6
The Art Institute of Virginia Beach.....	7
Foundations	8
General Education	9
Programs of Study.....	10
Bachelor of Arts in Audio Production	11
Bachelor of Fine Arts in Digital Filmmaking & Video Production	14
Associate of Arts in Digital Filmmaking & Video Production	17
Associate of Arts in Digital Photography	18
Bachelor of Fine Arts in Digital Photography.....	20
Diploma in Commercial Photography.....	23
Diploma in Digital Image Management	24
Bachelor of Arts in Fashion Marketing & Management.....	26
Bachelor of Fine Arts in Fashion Design	29
Diploma in Fashion Retailing	31
Diploma in Residential Interiors	32
Bachelor of Fine Arts in Game Art & Design.....	34
Bachelor of Fine Arts in Graphic & Web Design	37
Graphic Design Concentration	37
Web Design Concentration	39
Associate of Arts in Graphic & Web Design	42
Graphic Design Concentration	42
Web Design Concentration	44
Bachelor of Fine Arts in Illustration	47
Bachelor of Fine Arts in Interior Design.....	50
Bachelor of Fine Arts in Media Arts & Animation	53
Associate of Arts in Culinary Arts.....	56
Diploma in Baking & Pastry.....	58
Course Descriptions.....	64
Admissions.....	116
Financing a College Education	122
Academic Affairs	133
Student Affairs	138
General Information	170
Academic Policies.....	182
Graduation Requirements.....	195
Student Right To Know	196
Financial Services Policies	197
Statements of Ownership.....	219

Our Mission

The Art Institute of Atlanta is a higher education institution that educates professionals in the creative arts. We provide a student-centered learning environment focused on developing critical thinking and creative strategies consistent with evolving technologies and the global marketplace.

AI Atlanta utilizes a set of related institutional priorities to guide the Board and administration in achieving its mission. The institutional priorities are as follows:

- **Academic Excellence:** AI Atlanta will deliver quality educational programs across varied formats that achieve industry-relevant student learning outcomes, and which are founded on exceptional instruction.
- **Student Success:** AI Atlanta will provide a supportive and student-centered experience leading to student success and degree completion.
- **Institutional Growth and Fiscal Stability:** AI Atlanta will implement processes and practices designed to stimulate revenue and enrollment and ensure long-term viability of the institution.
- **Community Engagement:** AI Atlanta will collaborate with industry professionals and the community at large to create meaningful partnerships and opportunities.

Our Tradition

The Art Institute of Atlanta has a long tradition of preparing students for careers by providing a challenging educational environment that responds to changing technologies and the needs of the marketplace. The college is proud of its history of providing graduates with the creative and technical skills demanded by today's employers.

Our branch campus, The Art Institute of Virginia Beach, now proudly in its 10th year, is building a tradition of its own. No matter which campus you choose, you will benefit from our commitment to students and from a rigorous education in the creative arts.

Our Accreditation

The Art Institute of Atlanta is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Questions about the accreditation of The Art Institute of Atlanta may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on the SACSCOC website (www.sacscoc.org).

The Bachelor of Science degree in Culinary Management, the Associate of Art degree in Culinary Arts, the Associate of Art degree in Baking & Pastry, and Diploma programs in Culinary Arts and Baking & Pastry offered at The Art Institute of Atlanta are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation.

The Bachelor of Science degree in Culinary Management, the Associate of Art degree in Culinary Arts, and Diploma programs in Culinary Arts and Baking & Pastry offered at The Art Institute of Virginia Beach are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation.

The interior design program leading to the Bachelor of Fine Arts in Interior Design is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503.

The CIDA-accredited program prepares students for entry-level interior design practice, for advanced study, and to apply for membership in professional interior design organizations. The Bachelor of Fine Arts in Interior Design granted by The Art Institute of Atlanta meets the educational requirement for eligibility to sit for the National Council

for Interior Design Qualification Examination (NCIDQ Exam). For more information about NCIDQ Exam eligibility visit: <https://www.cidq.org/eligibility-requirements>.

The Art Institute of Atlanta

The Art Institute of Atlanta meets the criteria for an exemption from the Georgia Nonpublic Postsecondary Education Commission's (NPEC) regulations as outlined in O.C.G.A. §20-3-250.3(a)(14). The Art Institute of Atlanta is licensed by the Private School Licensure Division of the Alabama Community College System, 401 Adams Avenue, Montgomery, Alabama, 36104-4340 and is approved for recruiting purposes only by the Alabama Commission on Higher Education, 100 North Union Street, Montgomery, Alabama 36104-3758.

This school is authorized under Federal law to enroll nonimmigrant alien students. This school is approved for veterans' education benefits.

The Art Institute of Virginia Beach

The Art Institute of Virginia Beach, a branch of The Art Institute of Atlanta, Two Columbus Center, 4500 Main Street, Suite 200, Virginia Beach, VA 23462 is certified to operate by the State Council of Higher Education for Virginia (James Monroe Building, 101 North 14th St; Richmond, VA 23219; 804-225-2600; www.schev.edu).

This school is authorized under Federal law to enroll nonimmigrant alien students.

Our Facilities

The Art Institute of Atlanta
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100 Embassy Row
Atlanta, Georgia 30328-1649
Phone: 1.770.394.8300 or 1.800.275.4242
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The Art Institute of Virginia Beach
A branch campus of The Art Institute of Atlanta
Two Columbus Center
4500 Main Street, Suite 200
Virginia Beach, VA 23462
Phone: 1.757. 757.793.6700 or 1.877.437.4428
Fax: 1.757.493.6800
www.artinstitutes.edu/virginiabeach
Email: aivaadm@aia.edu

The Art Institute does not have any graduate or post-baccalaureate professional programs.

Each campus provides quality educational technology and resources specifically chosen to support the programs of study offered at that location.

Each campus includes classrooms, studios, labs, a library, a gallery for showing student work and other exhibits relating to students' programs of study, a supply store at the Atlanta location for art supplies and books. Equipment provided includes PC and Macintosh computers, printers, cameras, lighting, professional kitchens and dining labs, and other equipment needed for hands-on learning in each program of study.

Each campus also has one or more student lounges. The Atlanta campus offers tutoring centers. The Virginia Beach campus offers tutoring services as well as referrals for counseling as needed. The Art Institute's commitment to small classes and hands-on learning is reflected in the facilities provided for education. The year-round average class size for The Art Institute is estimated to be 22 or fewer students. Class size, however, will not exceed 24 students in lab sessions and 40 students in lecture sessions. Facilities, equipment, and software mirror the working world so students have the opportunity to gain the experience and technical know-how they will need.

The Art Institute of Atlanta

Atlanta is a vibrant, exciting city where tree-lined neighborhoods are just minutes away from high-rise condos and skyscrapers housing Fortune 500 companies. Atlanta is more than its internationally known, fictional portrait in *Gone with the Wind*. The city's reality includes being the birthplace of Martin Luther King Jr., part of its long tradition of tolerance and diversity. Reflecting the city in which it is located Atlanta welcomes people from across the U.S. and around the world, especially since the 1996 Centennial Olympic Games.

Atlanta had its beginnings in the 1830s, when the railroads cut through north Georgia and a few streets were cleared along the Indian trails that crisscrossed the hilly region beside the Chattahoochee River. Atlanta has been on the move ever since. Built by pioneering entrepreneurs of transportation and business, Atlanta has always been a city of vision. After General Sherman's army burned and pillaged the city during the Civil War, Atlantans took the mythical phoenix as their symbol and rose from the ashes to build what renowned nineteenth-century Atlanta journalist Henry Grady called "a brave and beautiful city."

Atlanta's thriving business environment includes high-tech companies, as well as corporations like The Coca-Cola Company, CNN-Time Warner, Delta Air Lines, AT&T, The Home Depot, and Georgia Pacific. As a leading provider of applied arts education, the college contributes to the growth of Atlanta's business initiatives and its burgeoning arts community. Atlanta is most of all a city on the move. Students at The Art Institute of Atlanta become a part of this dynamic city while working to make their own dreams a reality.

Programs Offered

Audio Production (BA)	Fashion Retailing (D)
Baking & Pastry (D) (AA)	Game Art & Design (BFA)
Commercial Photography (D)	Graphic & Web Design – (AA) (BFA)
Culinary Arts (D) (AA)	Illustration (BFA) *
Culinary Arts Management (BS)	Interior Design (BFA)
Digital Filmmaking & Video Production (AA) (BFA)	Media Arts & Animation (BFA)
Digital Image Management (D)	Residential Interiors (D)
Digital Photography (AA) (BFA)	
Fashion Design (BFA)	
Fashion Marketing & Management (BA)	

*These programs are no longer accepting new enrollments.

D: Diploma; AA: Associate of Arts, BA: Bachelor of Arts; BFA: Bachelor of Fine Arts, BS: Bachelor of Science

For all programs, please visit the institutional [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

The Art Institute of Virginia Beach

As a branch campus of The Art Institute of Atlanta, The Art Institute of Virginia Beach is located in the southeastern-most part of the Hampton Roads Metropolitan area comprised of the cities of Virginia Beach, Norfolk, Newport News, Hampton, Chesapeake, Portsmouth, and Suffolk, Virginia at the mouth of the Chesapeake Bay. With inaugural classes beginning in January, 2010, The Art Institute of Virginia Beach offers many of the educational advantages of the main campus, but in an oceanfront community.

The city has numerous historic, scientific, and creative points of interest. It has become a popular tourist destination in recent years, with miles of beaches, over 200 city parks, several protected beachfront areas, the Virginia Aquarium & Marine Science Center, Neptune Festival, American Music Festival, and Naval Air Station Oceana Air Show.

Programs Offered

Baking & Pastry (D)

Culinary Arts (D) (AA) (No longer accepting new enrollments in the AA program.)

Culinary Arts Management (BS)

Digital Photography (BFA)

Fashion Marketing & Management (BA)

Fashion Retailing (D)

Graphic & Web Design – Graphic Design concentration (AA) (BFA) (No longer accepting new enrollments in the AA program.)

Graphic & Web Design – Web Design concentration (AA) (BFA) (No longer accepting new enrollments.)

Interior Design (BFA) (No longer accepting new enrollments.)

Media Arts & Animation (BFA)

D: Diploma, AA: Associate of Arts; BA: Bachelor of Arts; BFA: Bachelor of Fine Arts; BS: Bachelor of Science

For all programs, please visit the institutional [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Foundations

Foundations courses provide students with an opportunity to explore the basic elements of art and the general principles of design through class projects, lectures, and exercises. Students have the opportunity to learn to communicate their original ideas clearly, quickly, and innovatively as they become familiar with the creative process. Class assignments encourage students to explore a variety of ways to find solutions to creative challenges, including problem seeking, problem solving, critical thinking, perception, and observation. Foundation coursework emphasizes developing ideas and concepts through sketching, rough drafts, and completed projects. Students have the opportunity to work with a wide range of media and materials varying in size and scale. In addition to hands-on creative work, students have the opportunity to learn the vocabulary, language, and terminology of art and design. Through their work in foundations, students have the opportunity to learn to produce work that shows well-developed concepts, a strong use of composition, and the ability to follow directions by producing well-crafted assignments and projects.

Beginning students in all design programs take classes in drawing, color theory, and 2-D design. They explore the elements of line, shape, texture, value, and color, as well as the principles of design, such as variety, unity, balance, contrast, repetition, rhythm, movement, emphasis, and economy in class projects.

Classes include students from a variety of programs, fostering interdisciplinary sharing of ideas, talents, and relationships. Students have the opportunity to explore different media outside their program of study, which gives them an appreciation and an understanding of other disciplines.

Foundations Courses

- FNDA 105 Design Fundamentals (3 credits)
- FNDA 110 Observational Drawing (3 credits)
- FNDA 120 Perspective Drawing (3 credits)
- FNDA 135 Image Manipulation (3 credits)
- FNDA 150 Digital Color Theory (3 credits)

General Education

Students in all degree programs take general education courses where they have the opportunity to develop the skills, knowledge, creativity, and independent thinking needed for professional and personal success. They have the opportunity to broaden and deepen their understanding of people, cultures, ethics, mathematics, and the sciences, and learn to draw upon this understanding. The general education faculty is committed to supporting students' personal and career goals by encouraging intellectual inquiry and appreciation of lifelong learning. The faculty believes education is a shared enterprise; students and faculty have the opportunity to learn from each other through the exchange of ideas, information, and points of view.

General education includes courses in a variety of disciplines—English, art history, social sciences, math, science, foreign language, and humanities. Some courses, such as English and math, are required for completion of a degree, while others are offered as electives. In general education classes, students enjoy active, lively experiences where ideas are shared and different opinions are respected.

The general education faculty is well trained in their disciplines and has a passion for teaching. They understand applied arts students and how to help students succeed in coursework. The faculty is ready to give students extra help when they need it through regular office hours, tutoring, and email communication.

General education classes are designed to teach students the essential elements of communication, the humanities, mathematics, history, and science. Some programs offer students the opportunity to choose general education electives to supplement their required general education classes. Any general education class not required by the student's program of study and for which the student has completed any necessary prerequisites may be chosen as an elective.

General Education Outcomes:

- **Written Communication** - Graduates demonstrate effective written communication by providing their audience sufficient information on a topic that is organized and that employs the generally accepted conventions of English usage.
- **Oral Communication** - Graduates demonstrate effective oral communication by providing their audience sufficient information on a topic that is organized and that employs the generally accepted conventions of English usage.
- **Arts and Humanities** - Graduates demonstrate the ability to interpret and analyze artistic work, historical events, or philosophical thought and describe the relevance of the work to themselves, society, and cultures.
- **Behavioral/Social Sciences** - Graduates analyze the nature, diversity, and impact of social, political, psychological, and/or economic thought on the individual, institutions, and cultures.
- **Math/Natural Sciences** - Graduates demonstrate critical thinking and problem-solving skills using mathematical and/or scientific reasoning to solve problems.
- **Information Fluency** - Graduates demonstrate responsible use of information by discerning authority, by evaluating the relevance of information to their purpose, and by appropriately documenting sources

Programs of Study

Audio Production

Audio Production – the life and breath of the recording industry – is also a powerful part of multimedia, Web, software, film, video, and audio/visual presentations. With new tools for recording, editing, and broadcast audio constantly evolving, today's professional audio engineer or producer must have a solid understanding of the basic principles of sound physics as well as knowing how to use the appropriate equipment.

Students begin with acoustic, musical, and electronic audio basics while working with digital computer-based audio recording and editing programs. Students build on this foundation to study advanced musical production and engineering, Musical Instrument Digital Interface systems (MIDI), audio-to-video, and advanced mixing and mastering, as well as interactive media, media business, project management, and professional development.

The program provides a creative, structured environment that encourages, even demands, a combination of hands-on experience and technical knowledge using the kind of equipment found in the industry today. A portfolio to showcase the student's skills in a variety of audio formats to present to prospective employers is required.

Audio Production graduates are prepared to seek entry-level positions at production companies, record labels, radio and TV stations, recording studios, CD and DVD manufacturing facilities, mastering studios, audio post-production for film and video, and sound design for games and the Internet.

Program Outcomes:

- **Production:** Conceptualize, plan, execute, and deliver quality multitrack recordings and voiceovers, and post-production projects, integrating knowledge and application of audio theory, critical listening skills, and industry standards, using industry-related tools
- **Professionalism:** Demonstrate an understanding of job responsibilities and industry standards.
- **Critical Thinking:** Efficiently troubleshoot and solve problems typically encountered by audio professionals.
- **Business:** Evaluate and integrate the business and economic principles and practices of the audio industry in production and project management.

Locations Available:

The Art Institute of Atlanta

Bachelor of Arts in Audio Production

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

ADVA 307	Brand Strategy	3
AUDA 101	Fundamentals of Audio	3
AUDA 102	Music Theory for Audio Professionals I	3
AUDA 103	Audio Technology I	3
AUDA 112	Music Theory for Audio Professionals II	3
AUDA 113	Digital Audio I	3
AUDA 133	Audio Recording I	3
AUDA 143 or AUDA 332	Electronics I or Music Editing	3
AUDA 202	Synthesis and Sound Design I	3
AUDA 203	Production Sound	3
AUDA 205	Listening and Analysis	3
AUDA 213	Audio Technology II	3
AUDA 215	Acoustics	3
AUDA 223	MIDI Systems I	3
AUDA 233	Post-Production Sound	3
AUDA 243	Digital Audio II	3
AUDA 253	Audio Recording II	3
AUDA 263 or AUDA 301	Live Sound Reinforcement I or Broadcast Audio	3
AUDA 302	Synthesis and Sound Design II	3
AUDA 303	Advance Post-Production Sound	3
AUDA 311	Mixing and Mastering	3
AUDA 313	Digital Audio III-Mixing	3
AUDA 322	Senior Project I	3
AUDA 323	Advanced Recording Techniques	3
AUDA 335	Digital Audio IV	3
AUDA 353 or AUDA 425	Live Sound Reinforcement II or Songwriting	3
AUDA 403	Senior Project II	3
AUDA 470 or AUDA 405	Studio Maintenance and Electronics or Audio for Advertising	3
DFVA 103	Fundamentals of Video Production	3
DFVA 113	Fundamentals of Editing	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3

MAIN200	Internship I	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
	Program Elective (Choose 4)	12

General Education Courses: 48 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
HUMA 202	Contemporary World	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
SCIA 206	Physics	4
	Science Elective	4
	Humanities Elective	4
	Social Science Elective	4

Digital Filmmaking & Video Production

The need for digital film/video products and qualified professionals will continue to play a major role in communications. This field also continues to be an important component of international communications.

Throughout the degree program, students have the opportunity to work with industry related equipment in the creative atmosphere of filmmaking and video production. They also may have opportunities for real-world experience by working in the field for special projects with non-profit organizations such as public broadcasting. Faculty are experienced and practicing professionals who mentor students and work side-by-side with them to promote the development of the skills necessary to use the camera and editing equipment as technical and imaginative tools for today's electronic storytelling.

The Digital Filmmaking & Video Production program provides students with a comprehensive range of knowledge and skills required for video and film production. The creative, technical, and managerial aspects of filmmaking all come together in the Bachelor of Fine Arts program. Students begin with a hands-on introductory courses in video production along with foundation courses in the arts and general studies. Students then have the opportunity to move into increasingly advanced courses in the traditional areas of filmmaking: cinematography, directing, producing, editing, screenwriting, and sound.

By gaining competencies in camera operations, lighting, editing, studio and location productions, and scripting, students have the opportunity to learn to solve problems and to contribute as a member of an artistic team. Students also have the opportunity to take program electives, allowing them to further explore selected areas of interest. Overall, student skills in production and post-production, coupled with technical skills, will prepare students to seek entry-level employment in the film or television industry or other areas of the communications world.

Program Outcomes:

1. **Producing & Directing:** Demonstrate the ability to conceptualize, plan and execute different styles of media productions. Graduates will demonstrate an understanding of their leadership and collaborative responsibilities in relationship to artistic partners, crews, clients, the wider community and their own personal development.
2. **Writing & Critical Thinking:** Demonstrate the ability to effectively communicate ideas, stories and expectations in written work. Graduates will have an understanding of the historical, cultural and social contexts for moving images.
3. **Cinematography & Lighting:** Demonstrate control of camera, cinematic and lighting equipment in relation to a given subject.
4. **Sound:** Demonstrate control of audio recording and sound equipment in a variety of applications. Graduates will show ability to create a meaningful relationship between image and sound.
5. **Editing & Post-Production:** Demonstrate appropriate skill in editing with attention to duration, shot to shot relation, shot to scene and relation to the whole. Graduates will demonstrate a basic understanding of design principles in use of typography, motion graphics ~~and animation~~, as well as compositing and image processing skills (where applicable).
6. **Professionalism:** Present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations.
7. **Production:** Direct and execute successful production plans; identify, anticipate and find solutions to technical, logistical, storytelling, and personnel problems; integrate theory, techniques, and terminology of the field; and apply cinematography, lighting, and audio as components of the storytelling process.

Locations Available:

The Art Institute of Atlanta

Bachelor of Fine Arts in Digital Filmmaking & Video Production

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

ADVA 307	Brand Strategy	3
AUDA 101	Fundamentals of Audio	3
AUDA 113	Digital Audio I	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 107	Fundamentals of Producing and Directing	3
DFVA 111	Principles of Cinematography	3
DFVA 113	Fundamentals of Editing	3
DFVA 133	Lighting for Digital Film	3
DFVA 201	Fundamentals of Scriptwriting	3
DFVA 202	Digital Cinematography	3
DFVA 203	Intermediate Editing	3
DFVA 204	Acting and Directing	3
DFVA 208	Media Business Practices	3
DFVA 214	Scriptwriting	3
DFVA 332	Senior Project Preparation	3
DFVA 333	Senior Project Production	3
DFVA 403	Senior Project Post-Production	3
FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography-Traditional	3
MAAA 233	Motion Graphics	3
MAAP309	Media Arts Portfolio I	3
MAAP409	Media Arts Portfolio II	3
MAAW300	Media Production Workshop	3
MAIN200	Internship I	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
	Media Arts Concentration Track (Choose 6)	18
	Program Elective (Choose 8)	24

General Education Courses: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
SCIA 125	Environmental Science	4
	Social Science Elective	4
	Humanities Elective	4

Digital Filmmaking & Video Production

The Associate degree program in Digital Filmmaking & Video Production is designed for individuals who want to enter this creative industry. The wide appeal of electronic media for information or for entertainment has created an increasing demand for employees skilled in video production. Studies in art, pre-production, cinematography, lighting, and computer applications for special effects form the skills foundation. Students then progress to skills in multi-camera production, post-production techniques, nonlinear editing, and the creation of a video from initial idea to final, edited composition.

Entry-level employment opportunities for associate degree graduates may be found in the broadcasting and cable industries as well as in the entertainment and corporate fields. Graduates are prepared to seek entry-level positions as camera operators or as assistants in the areas of production, direction, or editing. Graduates will develop professional skills and basic technical capabilities necessary to seek entry-level employment. Some students in the associate degree program may decide to transfer into the Bachelor of Fine Arts program in Digital Filmmaking & Video Production.

Program Outcomes:

- **Production:** Conceptualize, plan, execute, and deliver a production utilizing basic video techniques, and demonstrating technical proficiency that meets minimum industry standards.
- **Critical Judgment:** Apply peer and professional critiques in the articulation and justification of aesthetic decisions in their own projects and in the evaluation of other media work.
- **Professionalism:** Present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations.
- **Business Skills:** Apply basic business practices of the media industry while maintaining legal and ethical standards.
- **Research:** Apply basic media-related research, writing, and verbal communication skills to their work.

Locations Available:

The Art Institute of Atlanta

Associate of Arts in Digital Filmmaking & Video Production

90 Quarter Credits Required: 66 quarter credits in the program, 24 quarter credits in general education.

Program Courses: 66 quarter credits

AUDA 101	Fundamentals of Audio	3
AUDA 113	Digital Audio I	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 107	Fundamentals of Producing and Directing	3
DFVA 111	Principles of Cinematography	3
DFVA 113	Fundamentals of Editing	3
DFVA 133	Lighting for Digital Film	3
DFVA 201	Fundamentals of Scriptwriting	3
DFVA 202	Digital Cinematography	3
DFVA 203	Intermediate Editing	3
DFVA 213	Studio Production	3
DFVA 233	Electronic Field Production	3
FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography-Traditional	3
MAAA 233	Motion Graphics	3
MAAP309	Media Arts Portfolio I	3
MARA312	Marketing	3
SVMA101	Survey of Media	3

General Education Courses: 24 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
PSYA 101	Introduction to Psychology	4

Digital Photography

Successful photographic professionals do not rely on talent alone. They must possess a thorough understanding of the composition of light as well as a wide array of technical skills—from choosing the right equipment to perfecting production techniques while capturing visually compelling images. Students must be creative, imaginative, and attentive to detail as they prepare to enter the field. While building an awareness of visual style, students also have the opportunity to develop core values based in professional standards and practices and a skill set with a solid technical and design foundation.

In addition to courses in art and design, students in one of the Digital Photography programs have the opportunity to study the history of art and the history of photography as they explore the principles of photographic design and the significance of visual style in the commercial sector. They have the opportunity to study the application of professional cameras, lenses, and related processes—small, medium, and large formats—as they apply to commercial uses such as photojournalism or Advertising photography. Students have the opportunity to use the professional equipment to develop the techniques required for location and studio photography, as well as learning to solve problems in both natural and artificial lighting.

Students have the opportunity to apply all the tools of contemporary photographic techniques to the digital workflow of modern photography. Studios and darkrooms feature program-specific hardware and software.

Associate of Arts in Digital Photography

In the Associate program, students have the opportunity to develop skills by learning the basics of color, design, various camera techniques and applications, and digital imaging. At the end of the program, they assemble a portfolio of their work in the program.

Graduates in the Associate program may choose to continue into the Bachelor of Fine Arts program, or they may seek entry-level positions in the field as studio assistants or as staff photographers with publishing companies, photography studios or labs, and production companies.

Program Outcomes:

- **Professional Presentation:** Apply the industry standards for studio and portrait photography, and photojournalism, to produce a portfolio of photographic work across multiple platforms.
- **Visual Communication:** Demonstrate a fundamental style and vision that solves basic photographic problems and integrates superior print quality and proficient judgment of aesthetic value.
- **Business:** Apply the elements of marketing and promotion and follow a basic business model.
- **Lighting:** Apply technical merit in lighting and demonstrate inclusion or exclusion of ambient light sources, placement of main light source, degree of diffusion, control of overall lighting contrast, and separation of subject and background.
- **Post Production:** Apply technical merit in post-production and demonstrate the basic elements of retouching based on professional parameters, integrate multiple images together to illustrate a concept, demonstrating proficiency using image manipulation techniques.
- **Workflow:** Apply technical merit in digital asset management and demonstrate how to process and manage images and time-based media, employ tools, menus, and keywords, manage and archive digital image files on external sources

Locations Available:

The Art Institute of Atlanta

Associate of Arts in Digital Photography

90 Quarter Credits Required: 66-quarter credits in the program, 24-quarter credits in general education.

Program Courses: 66 quarter credits

AUDA 101	Fundamentals of Audio	3
DFVA 103	Fundamentals of Video Production	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography	3
MAAP309	Media Arts Portfolio I	3
MARA312	Marketing	3
PHOA 101	Principles of Photography	3
PHOA 102	Photographic Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography	3
PHOA 123	Color Management and Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 212	Editorial	3
PHOA 213	Time-Based Media I	3
PHOA 223	Advanced Lighting	3
PHOA 232	Portraiture	3
SVMA101	Survey of Media	3

General Education Courses: 24 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
PSYA 101	Introduction to Psychology	4

Bachelor of Fine Arts in Digital Photography

Students in the Baccalaureate program are challenged to expand their varied skills and proficiencies in developing a personal specialization reflecting their personalities and artistic styles. Internships help students as they strive to develop a solid photographic identity, purpose, and direction. They also produce a portfolio that reflects this specialization along with a general portfolio that reflects a sophisticated set of photographic skills.

Baccalaureate degree graduates are prepared to seek entry-level positions as commercial photographers, editorial photographers, or photographic editors with Advertising agencies, publishing houses, magazines, and production companies. Some graduates may open their own studios or freelance.

Program Outcomes:

- **Professional Presentation:** Apply the industry standards for studio and portrait photography, and photojournalism, to produce a portfolio of photographic work across multiple platforms.
- **Visual Communication:** Demonstrate a fundamental style and vision that solves basic photographic problems and integrates superior print quality and proficient judgment of aesthetic value.
- **Business:** Conceptualize, plan, and implement marketing strategies to create a successful business model.
- **Lighting:** Exhibit technical excellence in lighting and demonstrate inclusion or exclusion of ambient light sources, placement of main light source, degree of diffusion, control of overall lighting contrast, and separation of subject and background.
- **Post Production:** Exhibit technical excellence in post-production and demonstrate retouching based on professional parameters, integrate multiple images together to illustrate a concept, and use selection techniques, alpha channels, layer masks, blending modes, and layer techniques demonstrating a mastery of image manipulation techniques (Atlanta campus only).
- **Workflow:** Exhibit technical excellence in digital asset management and demonstrate how to process and manage images and time-based media, employ tools, menus, and keywords, manage and archive digital image files on external sources.

Locations Available:

The Art Institute of Atlanta

The Art Institute of Virginia Beach

Bachelor of Fine Arts in Digital Photography

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

ADVA 307	Brand Strategy	3
AUDA 101	Fundamentals of Audio	3
DFVA 103	Fundamentals of Video Production	3
DFVA 113	Fundamentals of Editing	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography	3
GWDA 133	Fundamentals of Web Design	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3
MAAW300	Media Production Workshop I	3
MAIN200	Internship I	3
MARA312	Marketing	3
MASP300	Senior Project I	3
MASP400	Senior Project II	3
PHOA 101	Principles of Photography	3
PHOA 102	Photographic Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography	3
PHOA 123	Color Management and Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 212	Editorial	3
PHOA 213	Time-Based Media I	3
PHOA 223	Advanced Lighting	3
PHOA 232	Portraiture	3
PHOA 302	Location Photography	3
PHOA 303	Time-Based Media II	3
PHOA 307	Photographic Essay	3
SVMA101	Survey of Media	3
	Program Elective (Choose 10)	30

General Education: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 326	Post-Modern and Contemporary Art	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
SCIA 125	Environmental Science	4
	Social Science Elective	4
	Humanities Elective	4

Diploma in Commercial Photography

The focus is on digital photography and production, as well as photographic principles and the history of photography.

Program Outcomes:

- Produce original work demonstrating proficiency in the tools, materials, and techniques of professional digital image acquisition, manipulation, and output.
- Demonstrate industry awareness to the trends in photography and market relevance in the body of their work

Locations Available:

The Art Institute of Atlanta

Diploma in Commercial Photography

40-quarter credits required.

Program Courses: 40 quarter credits

FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
MARA312	Marketing	3
PHOA 101	Principles of Photography	3
PHOA 102	Photographic Applications	3
PHOA 113	Lighting	3
PHOA 123	Color Management and Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 213	Time-Based Media I	3
SVMA101	Survey of Media	3
HUMA 125	History of Media	4

Diploma in Digital Image Management

The Digital Image Management Diploma program will prepare students to seek entry-level positions in their chosen field and function as assistants for a professional photographer. Students are primarily focused on the creation of digital photography and videos, the development of websites, publishing electronic images for print and the web, and basic business principles.

Students will have the opportunity to gain knowledge in the key functions of digital photography and video; this involves the basics of how to produce digital photographs and videos that effectively communicate their ideas, the techniques of digital editing, asset management, and publishing and printing of digital files. Students will have the opportunity to learn business principles including how to keep financial records, market their work, and the basic knowledge of licensing, copyright laws, contracts, and negotiation. Student will have the opportunity to develop an online portfolio that demonstrates their skills learned to effectively transition them into the workplace.

Program Outcomes:

- Demonstrate knowledge and control of the photographic process, including image manipulation, photo retouching, color management, printing, network use and digital asset management
- Demonstrate knowledge of the workings of a large, multi-functional commercial photographic studio, its business and operations, including key concepts of business plans, competitive business strategies, human resources, database management, and financial principles
- Create advanced market research including branding, competitive analysis, and direct marketing

Locations Available

The Art Institute of Atlanta

Diploma in Digital Image Management

48-quarter credits required.

Program Courses: 48 quarter credits

FNDA 105	Design Fundamentals	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography	3
GWDA 133	Fundamentals of Web Design	3
MARA312	Marketing	3
PHOA 101	Principles of Photography	3
PHOA 102	Introduction to Photographic Applications	3
PHOA 105	Photojournalism	3
PHOA 113	Lighting	3
PHOA 115	History of Photography	3
PHOA 123	Color Management and Printing	3
PHOA 203	Photographic Post-Production	3
PHOA 213	Time-Based Media I	3
SVMA101	Survey of Media	3

Fashion Marketing & Management

The Bachelor of Arts degree in Fashion Marketing & Management program is a twelve-quarter program that offers experience across disciplines in business, fashion, and design, covering both soft and hard lines. This cross-functional focus allows students to expand beyond traditional fashion design positions and choose among options in manufacturing, design and retailing. The content of the curriculum includes fashion industry trends and manufacturing, general business, management, operations and compliance, retailing, marketing, advertising, and design. Students have the opportunity to learn how to effectively bridge the gap between designers and the retail market. They will have the opportunity to learn to both identify and anticipate fashion trends, as well as to develop the decision-making skills needed to insure that the preferred consumer goods are in stock at the appropriate time.

Program Outcomes:

- **Technology:** Utilize advanced business and design software for marketing, management, publications, social media, communication and visual merchandising.
- **Marketing:** Analyze consumer behavior utilizing target markets, demographics, psychographics, and cultural, social and individual variables to influence the buyer decision process.
- **Retail Management:** Apply the elements of management including event planning, operations, customer service, inventory management, internal controls, and brand representation.
- **Visual Merchandising:** Design and critique visual merchandising as a communication tool to target-market merchandise to the consumer.
- **Professionalism:** Demonstrate professional presentation skills through integrating and articulating appropriate communication skills, knowledge of fashion marketing and management and industry standards, professional practices, and ethics.
- **Branding:** Evaluate and assess fashion branding, utilizing product trends, brand identity, and forecasting as related to creating a brand image

Locations Available:

The Art Institute of Atlanta

The Art Institute of Virginia Beach

Bachelor of Arts in Fashion Marketing & Management

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

BSC104	Public Relations I	3
BULA401	Innovation and Entrepreneurship	3
FASA 106	Fashion Show Production	3
FASA108	Management I	3
FASA114	Public Relations II	3
FASA 116	Visual Merchandising I	3
FASA118	Retail Marketing	3
FASA128	Sales Promotion I	3
FASA138	Sales Promotion II	3
FASA 145	Fashion Trends I	3
FASA148	Management II	3
FASA 158	International Retailing	3
FASA160	Sustainable Textiles	3
FASA206	Styling I	3
FASA208	Advertising for Fashion II	3
FASA215	History of Fashion I	3
FASA216	Styling II	3
FASA224	Visual Merchandising II	3
FASA220	Digital Store Planning	3
FASA228	Fashion Buying I	3
FASA229	Portfolio	3
FASA235	History of Fashion II	3
FASA238	Business Policy	3
FASA 245	Fashion Trends II	3
FASA248	Fashion Buying II	3
FASA250	Special Topics in Fashion	3
FASA255	Fashion Trends III	3
FASA258	Advertising for Fashion I	3
FASA415	Internship	3
FMDA302	Product Development I	3
FMDA305	Fashion and Luxury Brand Management	3
FMDA308	Electronic and Direct Marketing	3
FMDA318	Introduction to Cosmetics and Fragrance	3
FMDA350	Digital and Print Media	3
FMDA351	Fashion Omnichannel and E-Commerce	3
FMDA402	Product Development II	3
FMDA403	Social Media and E-Marketing	3
FMDA404	Effective Communication for Fashion	3
FMDA406	Success Seminar	3
FNDA 135	Image Manipulation	3
GWDA 103	Digital Illustration	3
MARA307	Consumer Behavior	3
	Program Elective (Choose 2)	6

General Education Courses: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
CGSA 202	Computer Concepts and 2D Applications	4
COMA 112	Principles of Communications	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
	Humanities Elective	4
	Science Elective	4
	Social Science Electives (Choose 3)	12

Fashion Design

The Bachelor of Fine Arts degree in Fashion Design is designed to prepare students to meet the current needs of the fashion industry and give students an opportunity to become creative designers who can develop fashion apparel for a specific target market. This degree program emphasizes innovation and creativity in design.

Along with foundation-level technical skills, students will have the opportunity to develop competencies such as research skills, visioning, and critiquing, through manual and computer work. Students will be introduced to the basic skills of construction, sewing, flat pattern drafting and draping. Courses are designed to teach students how to take ideas from the planning stage through the construction process to the finished garment. Students then have the opportunity to move on to the development of collections with opportunities to present their creativity in fashion shows and competitions.

This Baccalaureate program is designed to provide a fundamental background in fashion design, through the introduction to the theory and practice of draping, pattern drafting, construction and sewing, fashion illustration, and creative design. These skills are enhanced through computerized patternmaking and design hardware and software systems. Advanced courses are designed to provide students with instruction on surface design and enable students to select a professional direction in women's, men's or children's design. The program is designed to develop professional skills as well as technical knowledge.

Students with a Bachelor of Fine Arts degree in Fashion Design are prepared to seek entry-level positions such as Assistant Designers, Design Technicians, Textile Designers, Fashion Illustrators, Sourcing Specialists, Merchandise Managers, and Product Development Specialists. Students may be able to pursue opening their own businesses in clothing design and production, retailing and couture boutiques.

Program Outcomes:

- **Design:** Integrate the art of fashion design with the knowledge of materials and apparel production.
- **Production Skills:** Integrate textile knowledge and process skills in the production of garments from concept development to finished product.
- **Technology:** Effectively employ industry software and equipment to design and produce garments and produce garment technical packages.
- **Context and Critical Thinking:** Evaluate interconnections of historical perspectives, global events, forecasting, design, and color to create products relevant to fashion industry business trends.
- **Professionalism:** Exemplify professional standards, ethics, and business concepts.
- **Communication:** Display the ability to professionally communicate their ideas visually and verbally.

Locations Available:

The Art Institute of Atlanta

Bachelor of Fine Arts in Fashion Design

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

BULA401	Innovation and Entrepreneurship	3
FADA301	Tailoring Techniques	3
FADA305	Computer Grading and Patternmaking	3
FADA315	Knitwear Design	3
FADA323	Grading, Marking and Cutting	3
FADA407	Apparel Product Management	3
FADA417	Computerized Textile Design	3
FADA416	Licensing	3
FADA420	3D Fashion Design	3
FADA422	Bridal/Evening Wear	3
FADA424	Portfolio Development	3
FADA427	Haute Couture Techniques	3
FADA428	Collection	3
FASA105	Fashion Design I	3
FASA 106	Fashion Show Production	3
FASA113	Construction I	3
FASA123	Construction II	3
FASA125	Fashion Design II	3
FASA133	Pattern Making and Draping I	3
FASA135	Fashion Illustration II	3
FASA143	Pattern Making and Draping II	3
FASA 145	Fashion Trends I	3
FASA 155	Fashion Illustration I	3
FASA160	Sustainable Textiles	3
FASA203	Pattern Making and Draping III	3
FASA205	Fashion Design III	3
FASA215	History of Fashion I	3
FASA218	Fashion Buying for Design	3
FASA223	Construction III	3
FASA225	Fashion Illustration III	3
FASA233	Construction IV	3
FASA234	Pattern Making and Draping IV	3
FASA244	Fabrics and Textiles	3
FASA 245	Fashion Trends II	3
FASA250	Special Topics in Fashion	3
FASA255	Fashion Trends III	3
FASA256	Menswear Design	3
FASA263	Computerized Pattern Making	3
FASA273	Advanced Pattern Making and Draping	3
FASA283	Advanced Construction	3
FASA415	Internship	3
FNDA 135	Image Manipulation	3
GWDA 103	Digital Illustration	3
	Fashion Design Elective	3

General Education Courses: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
CGSA 202	Computer Concepts and 2D Applications	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
	Science Elective	4
	Humanities Elective	4
	Social Science Elective (Choose 3)	12

Diploma in Fashion Retailing

The Fashion Retailing Diploma program is designed to teach students how to use their combined creative and business skills to display, market, and sell fashion merchandise. The well-trained student is able to effectively understand and meet the customer's needs, and ultimately encourage sales. Students accomplish this skill by having a keen awareness to the changing needs of the consumer, learning how to identify and predict new style trends, and by being able to conceptualize and promote fashion displays and sales campaigns. Individuals in fashion retailing have the opportunity to learn how to evaluate apparel construction, identify appropriate characteristics and uses of different textiles. They also gain knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

Program Outcomes:

- Demonstrate the ability to combine creative and business skills to display, market, and sell fashion merchandise.
- Demonstrate the ability to understand and meet the customer's needs, and ultimately encourage sales.
- Demonstrate an awareness of the changing needs of the consumer, identify and predict new style trends, and use this information to conceptualize and promote fashion displays and sales campaigns.
- Demonstrate the ability to evaluate apparel construction and identify appropriate characteristics and uses of different textiles.
- Demonstrate knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

Locations Available:

The Art Institute of Atlanta

The Art Institute of Virginia Beach

Diploma in Fashion Retailing

FASA108	Management I	3
FASA 116	Visual Merchandising I	3
FASA118	Retail Marketing	3
FASA128	Sales Promotion	3
FASA 145	Fashion Trends I	3
FASA 158	International Retailing	3
FASA160	Sustainable Textiles	3
FASA206	Styling I	3
FASA220	Digital Store Planning	3
FASA228	Fashion Buying I	3
FASA258	Advertising for Fashion I	3
FMDA302	Product Development I	3
FMDA308	Electronic and Direct Marketing	3
FMDA318	Introduction to Cosmetics and Fragrance	3
FMDA351	Fashion Omnichannel and E-Commerce	3
MARA307	Consumer Behavior	3

Diploma in Residential Interiors

Students study architectural drafting, 3-D design, design process, design history, interior materials, and textiles.

Program Outcomes:

- **Design Theory:** Solve complex interior design problems using the design process and their knowledge of principles, theories and applications to analyze the client profile and project program, both individually and collaboratively.
- **Communication:** Provide interior design services using effective oral, written, and visual communication employing a variety of means, methods and technologies, in both 2- and 3-dimensions.
- **Professionalism:** Provide professional services based on their body of knowledge with a standard of care that meets both client needs and protects the health, safety, and welfare of the public in an ethical and legal manner.

Locations Available:

The Art Institute of Atlanta

Diploma in Residential Interiors

48 quarter credits required.

Program Courses: 48 quarter credits

FNDA 110	Observational Drawing	3
FNDA 120	Perspective Drawing	3
FNDA 150	Digital Color Theory	3
INTA 101	Architectural Drafting I	3
INTA 102	Introduction to Interior Design	3
INTA 103	CAD	3
INTA 105	Sketching and Ideation	3
INTA 111	Space Planning	3
INTA 112	Design Basics 3D	3
INTA 121	Architectural Drafting II	3
INTA 122	Textiles	3
INTA 201	Materials and Specifications	3
INTA 202	Presentation Techniques	3
INTA 212	Residential Design	3
INTA 222	Human Factors	3
INTA 306	Professional Practice	3

Game Art & Design

The Game Art & Design program focuses on developing students as game artists, prepared to seek entry-level positions in the game and entertainment industries. Students have the opportunity to develop their manual and computer-based artistic skills, building drawing and design skills as they begin to learn the history of games and the aesthetic dimensions of games. Early in the program, students have the opportunity to study the fundamentals of painting and sculpture to build a foundation for upcoming Game Art & Design courses.

Students have the opportunity to move into the structure and narrative potential of games through courses in game design, scriptwriting and storyboarding, and character design. As they begin to develop their analytical skills for games through courses in game scripting, students are introduced to the basics of 2-D animation as well as 3-D modeling and animation.

In intermediate courses, students have the opportunity to combine their skills in drawing, digital painting, modeling, and design with their knowledge of art history and mythology and with the technical aspects of games to begin the game-production process. They have the opportunity to learn texturing, environment design, and interface design, and move into level design, game scripting, and game prototyping. As they gain a deeper understanding of the process, they have the opportunity to bring together all of their experience and learning to produce assets for games and design game levels.

Advanced classes in the program require students to work in teams to replicate the environment of the industry. Faculty, who themselves have professional experience in the gaming field, direct and advise the teams. Game artists and designers are also frequently guest lecturers in the classrooms. In the last quarters of the program, students are encouraged to do an internship in the game industry as well as to develop a professional-quality portfolio of their work, demonstrating their design skills and documenting their accomplishments throughout the program. This portfolio showcases their abilities to prospective employers. Graduates of the Game Art & Design program are prepared with artistic skills to seek entry-level positions in the game industry job market.

Program Outcomes:

- **Core Skills:** Demonstrate the ability to apply design and art skills, both traditional and digital, towards game related projects.
- **Principles of Gaming:** Employ the principles of gaming, to plan, design, and create environments, level play, background stories, and characters.
- **Industry Readiness:** Demonstrate the requisite skills in presentation, interviewing, networking, resume-building and game business knowledge critical to seeking an entry-level artist and/or designer position in the industry.
- **Technology and Production:** Demonstrate the ability to apply the skills necessary to create quality game-ready assets using industry standard techniques and tools.
- **Professional Practice:** Demonstrate knowledge of the managerial and developmental aspects of the game production pipeline and demonstrate knowledge of planning, budgeting, specifications, constraints, scope, teamwork, problem solving, and deadlines that go into making a market-ready game.

Locations Available:

The Art Institute of Atlanta

Bachelor of Fine Arts in Game Art & Design

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

ADVA 307	Brand Strategy	3
AUDA 101	Introduction to Audio	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GADA202	Game Design and Gameplay	3
GADA203	Texture Mapping for Games	3
GADA205	Concept Design and Illustration	3
GADA212	Level Design	3
GADA323	Team Production I	3
GADA 243	Programming for Artists	
GADA303	Game Prototyping	3
GADA 312	Game Animation	3
GADA403	Team Production II	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography- Traditional	3
MAAA 102	Life Drawing and Gesture	3
MAAA 111	Introduction to Animation Principles	3
MAAA 122	Drawing and Anatomy	3
MAAA 202	Character and Object Design	3
MAAA 213	3D Modeling	3
MAAA 222	Storyboarding and Animatics	3
MAAA 223	Hard Surface and Organic Modeling	3
MAAA 232	3D Animation	3
MAAA 242	Character Modeling	3
MAAA 243	Materials and Lighting	3
MAAA 252	Background Design and Layout	3
MAAA 303	3D Character Rigging	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3
MAIN300	Internship II	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
VIAA345	Figure Sculpting	3
VIAA414	Animal Imagery and Archetypes	3
	Program Electives (Choose 5)	15

General Education Courses: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
	Humanities Elective	4
	Social Sciences Elective (Choose 2)	8

Graphic & Web Design

Graphic & Web Design encompasses the creative and unique integration of user experience, visual design and technology to convey a message. The program begins with a common core curriculum and allows all students the opportunity to learn the foundation skills in Graphic & Web Design. As the program progresses, students choose either a Graphic Design or a Web Design concentration.

In the Graphic Design concentration, students have the opportunity to create corporate identity systems, brochures, product packaging, posters and information systems, direct mail, and interactive Web media. Graphic designers inform, motivate, sell, and educate by combining the principles of typography and page design, file management and production, as well as effectively communicating with output resources. Graphic design is the basis for some of today's most dynamic fields: Web and print advertising, publishing, and television.

The Web Design concentration prepares students for careers designing and developing Web sites and interactive communication. Design for the World Wide Web and interactive media is a dynamic and rapidly evolving industry which includes products running not only on conventional computers but also on portable devices such as tablets and cell phones. Web based communication is an essential part of global business, as well as the education, scientific, and entertainment sectors.

Graphic Design Concentration

In the Baccalaureate program, students have the opportunity to build upon their foundations of art and design with additional courses in conceptual thinking, creativity, problem-solving, project management and art direction, business practices, research, interactive design, and advanced design skills.

Graduates may seek entry-level opportunities in the creative staffs of design studios, digital production studios, publishing houses, and corporate communications departments in entry-level positions such as Graphic Designer, Associate Art Director, or Production Coordinator.

Program Outcomes:

- **Design:** Demonstrate versatile aesthetic layout and design solutions, including effective usage of space, line, color, shape, texture, form, balance and value; typographic and photographic hierarchy structures.
- **Conceptual:** Demonstrate conceptual thinking through work that reflects historical and contemporary trends, answering design problems with creative visual and writing elements.
- **Visual Communication:** Demonstrate the interdependence of content and visual expression; evaluate and critique their design concept; articulate the vision behind their creative work, and defend their creative solutions.
- **Professional Presentation:** Articulate their design direction by communicating mastery of graphic and web design, problem solving, ethics and industry standards in visual presentations.
- **Graphic Design:** Demonstrate and apply competencies in industry- specific computer software. These include preparation and presentation of work, technical aspects of prepress, output, and quality reproduction as well as web design.

Locations Available:

The Art Institute of Atlanta

The Art Institute of Virginia Beach

Bachelor of Fine Arts in Graphic & Web Design
Graphic Design Concentration

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
GWDA 102	Rapid Visualization	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography- Traditional	3
GWDA 122	Typography-Hierarchy	3
GWDA 133	Fundamentals of Web Design	3
GWDA 202	Interface Design	3
GWDA 203	Prepress and Print Production	3
GWDA 208	Advanced Image Manipulation	3
GWDA 209	Portfolio I	3
GWDA 212	Typography - Expressive and Experimental	3
GWDA 222	Intermediate Layout Design	3
GWDA 224	Advanced Digital Illustration	3
GWDA 232	Form and Space	3
GWDA 243	Object Oriented Scripting	3
GWDA 252	Advanced Layout Design	3
GWDA 262	Package Design	3
GWDA 272	Corporate Identity	3
GWDA 273	Intermediate Web Design	3
GWDA 282	Collateral Design	3
GWDA 302	Information Design	3
GWDA 305	Art Direction	3
GWDA 308	Business of Graphic Design	3
GWDA 323	Design Team: Pre-Production	3
GWDA 382	Design for Mobile Devices	3
GWDA 405	Internship	3
GWDA 409	Capstone	3
GWDA 413	Design Team: Production	3
GWDA 420	Portfolio II	3
MAAA233	Motion Graphics	3
PHOA101	Principles of Photography	3
	Graphic Design Electives (Choose 7)	21

General Education Courses: 48 quarter credits

ARHA125	History of Western Art I	4
ARHA126	History of Western Art II	4
ARHA326	Postmodern and Contemporary Art	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
ENG 201	Creative Writing	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PHLA 110	Philosophy of Critical Thinking	4
PSYA 101	Introduction to Psychology	4
	Science Elective	4

Bachelor of Fine Arts in Graphic & Web Design

Web Design Concentration

In advanced courses in the Baccalaureate program, students will be introduced to conceptual problem solving, content and usability research, accessibility principles, and design of interactive communication solutions. The program is designed to expand the student's understanding of the structure and technologies of Web and interactive media projects, and techniques for designing and managing large projects. Students will have opportunities to develop and work on projects, often for real clients from the non-profit sector. Finally, students will be required to produce their own professional-quality, digital portfolios as interactive media presentations of their work and abilities.

Students may gain professional experience through internships, freelance work, or community-service projects. Graduates with a Bachelor of Fine Arts degree are prepared to seek entry-level positions as Interface Designers, Timeline Animation and Interaction Designers/Developers, Mobile App Developers, Usability Evaluators, Web Developers, Media Integrators, Creative Directors, Digital Media Producers, or Project Coordinators in fields such as marketing, corporate communications, or advertising.

Program Outcomes:

- **Design:** Demonstrate versatile aesthetic layout and design solutions, including effective usage of space, line, color, shape, texture, form, balance and value; typographic and photographic hierarchy structures.
- **Conceptual:** Demonstrate conceptual thinking through work that reflects historical and contemporary trends, answering design problems with creative visual and writing elements.
- **Visual Communication:** Demonstrate the interdependence of content and visual expression; evaluate and critique their design concept; articulate the vision behind their creative work, and defend their creative solutions.
- **Professional Presentation:** Articulate their design direction by communicating mastery of graphic and web design, problem solving, ethics and industry standards in visual presentations.
- **Web Design:** Demonstrate knowledge of interactive design & development using industry software, authoring systems and/or web scripting.

Locations Available:

The Art Institute of Atlanta

Bachelor of Fine Arts in Graphic & Web Design
Web Design Concentration

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

ADVA 407	E-Commerce Strategies and Analytics	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography- Traditional	3
GWDA 122	Typography- Hierarchy	3
GWDA 123	Programming Logic	3
GWDA 132	Information Architecture	3
GWDA 133	Fundamentals of Web Design	3
GWDA 201	Audio and Video	3
GWDA 202	Interface Design	3
GWDA 204	Introduction to Writing for Interactive Media	3
GWDA 209	Portfolio I	3
GWDA 213	Timeline Animation and Interaction	3
GWDA 243	Object Oriented Scripting	3
GWDA 253	Authoring for Interaction	3
GWDA 263	Web Standards	3
GWDA 272	Corporate Identity	3
GWDA 273	Intermediate Web Design	3
GWDA 283	Advanced Web Design	3
GWDA 313	Emerging Technologies	3
GWDA 317	Interactive Communication, Planning and Research	3
GWDA 318	Interactive Industry and Business Operations	3
GWDA 323	Design Team: Pre-Production	3
GWDA 372	Content Management Systems	3
GWDA 382	Design for Mobile Devices	3
GWDA 405	Internship	3
GWDA407	Interactive Communication Usability and Prototyping	3
GWDA413	Design Team: Production	3
GWDA420	Portfolio II	3
GWDA 453	Interactive Communication Development and Delivery	3
MAAA 233	Motion Graphics	3
	Graphic and Web Design Elective (Choose 7)	21

General Education Courses: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 326	Postmodern and Contemporary Art	4
COMA 112	Principles of Communication	4
	Social Science Elective	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
ENGA 201	Creative Writing	4
ENCA 204	Business and Technical Writing	4
MATA 115	Applied Math	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4

Associate of Arts in Graphic & Web Design Graphic Design Concentration

In the Associate program, students begin with courses in art and design and then move to a focus on typography, page-design theory and formatting, appropriate color and imaging, and print and interactive production. Before graduation students will be required to develop the portfolio required of the Associate program.

Graduates from the Associate program may choose to continue in the Baccalaureate program, or with their marketable, production-based portfolio, they are prepared to seek entry-level positions in an increasingly technical and competitive industry. These graduates may join the production staffs of printing companies, digital service bureaus, and in-house corporate communications departments in entry-level positions such as Production Artist or Assistant Designer.

Program Outcomes:

- **Design:** Apply aesthetics and formal concepts of layout and design, including spatial relationships; communication effectiveness; interrelationships among imagery and text; balance; typography; and color theory.
- **Concept:** Apply design concepts to produce successful visual solutions to assigned problems.
- **Communication:** Articulate the vision behind their creative work and explain and defend their solutions
- **Technical:** Apply skills in industry-specific computer software programs to produce concrete projects.
- **Professionalism:** Demonstrate an understanding of industry standards, professional practices and ethics in their work and self-presentation.

Locations Available:

The Art Institute of Atlanta

Associate of Arts in Graphic & Web Design

90 Quarter Credits Required: 66 quarter credits in the program, 24 quarter credits in general education.

Program Core Courses: 66 quarter credits

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography-Traditional	3
GWDA 122	Typography-Hierarchy	3
GWDA 133	Fundamentals of Web Design	3
GWDA 202	Interface Design	3
GWDA 203	Prepress and Print Production	3
GWDA 208	Advanced Image Manipulation	3
GWDA 209	Portfolio I	3
GWDA 222	Intermediate Layout Design	3
GWDA 252	Advanced Layout Design	3
GWDA 262	Package Design	3
GWDA 273	Intermediate Web Design	3
GWDA 405	Internship	3
PHOA 101	Principles of Photography	3
	Graphic Design Elective (Choose 2)	6

General Education Courses: 24 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
MATA 101	College Algebra	4
	Humanities Elective	4
	Science Elective	4
	Social Science Elective	4

Associate of Arts in Graphic & Web Design Web Design Concentration

Students begin the program by having the opportunity to develop artistic skills in drawing and design, while learning the fundamentals of digital imaging and basic Web technologies. Intermediate courses introduce students to Web standards, scripting, information architecture, interface design concepts, media integration and team-based project skills. Students have the opportunity to continue to develop their Web skills, while learning programming and scripting techniques using timeline and scripting languages for design, animation, and data handling.

After developing an interactive portfolio, students in the Associate degree program may seek entry-level positions in the field of Web design & interactive media as front-end Web site designers or developers. Students may choose to continue in the Baccalaureate program.

Throughout the program, students have access to industry-related technology and work with faculty who are experienced professionals in various aspects of the Web design & interactive media field and bring their practical experience and their own projects into the classroom. Students also have the opportunity to learn to give, receive, and respond to critique of their work by industry professionals and faculty, as well as their classmates.

Program Outcomes:

- **Design:** Apply aesthetics and formal concepts of layout and design, including spatial relationships; communication effectiveness; interrelationships among imagery and text; balance; typography; and color theory.
- **Concept:** Apply design concepts to produce successful visual solutions to assigned problems.
- **Communication:** Articulate the vision behind their creative work and explain and defend their solutions
- **Technical:** Apply skills in industry-specific computer software programs to produce concrete projects.
- **Professionalism:** Demonstrate an understanding of industry standards, professional practices and ethics in their work and self-presentation.

Locations Available:

The Art Institute of Atlanta

Associate of Arts in Graphic & Web Design
Web Design Concentration

90 Quarter Credits Required: 66 quarter credits in the program, 24 quarter credits in general education.

Program Courses: 66 quarter credits

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
GWDA 103	Digital Illustration	3
GWDA 105	Concept Design	3
GWDA 111	Introduction to Layout Design	3
GWDA 112	Typography-Traditional	3
GWDA 122	Typography-Hierarchy	3
GWDA 123	Programming Logic	3
GWDA 132	Information Architecture	3
GWDA 133	Fundamentals of Web Design	3
GWDA 202	Interface Design	3
GWDA 208	Advanced Image Manipulation	3
GWDA 209	Portfolio I	3
GWDA 213	Timeline Animation and Interaction	3
GWDA 253	Authoring for Interaction	3
GWDA 263	Web Standards	3
GWDA 273	Intermediate Web Design	3
GWDA 283	Advanced Web Design	3
	Web Design Elective	3

General Education Courses: 24 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition	4
MATA 101	College Algebra	4
	Humanities Elective	4
	Science Elective	4
	Social Science Elective	4

Illustration

Illustrators express visually what they see, what they imagine, or what they understand in order to communicate ideas. They combine the fine-art techniques of painting, drawing, and design with narrative skills to create imagery for books, magazines, newspapers, and the Web. The Bachelor of Fine Arts program in Illustration offers students the opportunity to learn the technical skills of Illustration and to develop their personal expressive style as illustrators.

The Illustration program highlights the areas of conceptualization, imaging techniques, design and presentation. Students have the opportunity to begin the program by developing their skills in art foundations: drawing, 2-D design, and color theory. As they study art history and the history of graphic design, they begin to develop their own visual vocabulary. They have the opportunity to progress with this knowledge into the technical aspects of Illustration in the digital world, and later begin to develop their own styles in painting and illustration classes. Students have the opportunity to learn photography, project management, print production, typography, and layout skills, which are important to their success as professional illustrators. Throughout the program, the business of illustration is a focus as students have the opportunity to learn marketing, self-promotion, and career planning, as well as business and communication skills. Students also have the opportunity to learn to construct their own Web site, which is an important aspect of an Illustration career, allowing them to showcase their work to a wide audience.

Many of the faculty in the Bachelor of Fine Arts in Illustration program are themselves professional illustrators who bring to the students not only the artistic skills of illustration but also the know-how to prepare for entry-level opportunities in the competitive world of illustration. They share their knowledge as they lecture and critique student work throughout the program. As students near graduation, they compile their best work in Illustration into a professional-quality portfolio which is displayed to the industry at the quarterly Portfolio Show. Graduates of the Illustration program are prepared to seek entry-level positions as assistants while they build a reputation on their way to becoming commercial or freelance illustrators or graphic artists. With acquired experience, some illustrators advance into positions as Assistant Art Directors or Art Directors in Advertising, publishing, or other fields.

Program Outcomes:

- **Illustration Techniques:** Demonstrate versatile aesthetic illustration solutions including effective usage of space, line, color, shape, texture, form, balance, various materials (ink, paint, graphite, digital tools etc.) and value.
- **Visual/Verbal Communication:** Demonstrate the interdependence of content and visual expression; evaluate and critique their design concept; articulate the vision behind their creative work, and defend their creative solutions.
- **Professional Presentation:** Articulate their design direction by communicating mastery of illustration design, problem solving, ethics and industry standards in visual presentations.

Location Available:

The Art Institute of Atlanta*

*This program is no longer accepting new enrollments.

Bachelor of Fine Arts in Illustration

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
GWDA 102	Rapid Visualization	3
GWDA 103	Digital Illustration	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography-Traditional	3
GWDA 122	Typography- Hierarchy	3
GWDA 208	Advanced Image Manipulation	3
GWDA 222	Intermediate Layout	3
GWDA 224	Advanced Digital Illustration	3
GWDA 305	Art Direction	3
ILDA120	Fundamentals of Painting	3
ILDA130	Illustration	3
ILDA230	Specialty Illustration	3
ILDA300	Digital Illustration 1	3
ILDA303	History of Illustration	3
ILDA311	Advanced Drawing	3
ILDA321	Painting for Illustration	3
ILDA325	Business of Illustration	3
ILDA340	Editorial Illustration	3
ILDA345	Storyboarding for Illustration	3
ILDA350	Product and Licensed Illustration	3
ILDA360	Conceptual Illustration	3
ILDA399	Internship	3
ILDA400	Digital Illustration 2	3
ILDA411	Human Anatomy for Illustration	3
ILDA420	Advanced Painting	3
ILDA430	Traditional Illustration	3
ILDA445	Portfolio Preparation	3
ILDA450	Portfolio	3
ILDA460	Special Topics 1	3
ILDA470	Special Topics 2	3
ILDA499	Professional Practice	3
MAAA 102	Life Drawing and Gesture	3
MAAA 202	Character and Object Design	3
MAAA 233	Motion Graphics	3
PHOA 101	Principles of Photography	3
	Program Elective (Choose 4)	12

General Education Courses: 48 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
ENCA 350	Special Topics	4
HUMA 250	Special Topics: Introduction to Pop Culture	4
MATA 115	Applied Math	4
PHLA 110	Philosophy of Critical Thinking	4
PSYA 101	Introduction to Psychology	4
	General Education Electives (Choose 4)	16

Interior Design

Interior Design is both an art and a science. As the discipline that interfaces between architecture and the user, its purpose is to enhance the quality of life and facilitate human activity within the built environment. The Interior Design baccalaureate curriculum combines the critical thinking skills and broad, cultural knowledge inherent in the liberal arts with the creative, technical, and professional skills necessary for interior design practice. Coursework focuses on issues relevant to current design practice, including: environmental concerns, the use of sustainable materials for “green design,” the needs of special populations, and changing technology.

Students in the Interior Design baccalaureate program begin with the foundations of interior design as well as traditional art in courses focused on drawing, color, and 2-D and 3-D design. Their study continues with the design process and how to apply the elements and principles of design to the development of interior space. As students expand their skills and have the opportunity to learn how interior design affects human behavior and the natural environment, they begin to see the impact interior designers have on the lives of others by creating spaces in which people live, work, and play. They have the opportunity to learn to develop and carry out a design concept from space planning to selection of materials, finishes, color, and furnishings.

Throughout the program, students have the opportunity to explore methods of visual communication necessary to convey design ideas in manual and computer-aided drafting and rendering courses. These students have the opportunity to focus on the relationship of interior space to architecture in courses about interior detailing, building systems, lighting, and codes and regulations.

Industry-experienced faculty guide students as they hone their skills to create a portfolio to show prospective employers and clients. Students have the opportunity to make valuable contacts with professionals in the field through professional organizations and internships.

Graduates are prepared to seek entry-level positions with interior design or architecture firms or companies specializing in facilities or space planning. After gaining additional on-the-job experience and passing the NCIDQ exam, graduates may become registered interior designers as independent consultants or open their own firms.

Program Outcomes:

- **Design Theory:** Solve complex interior design problems using the design process and their knowledge of principles, theories and applications to analyze the client profile and project program, both individually and collaboratively.
- **Communication:** Provide interior design services using effective oral, written, and visual communication employing a variety of means, methods and technologies, in both 2- and 3-dimensions.
- **Building Systems:** Produce interior design solutions that constructively integrate with available building, environmental, and property management systems, as well as prevailing codes and standards of use, maintenance and sustainability.
- **Interior Finish Materials:** Specify and apply to their solutions, finish materials that meet prevailing standards of use, maintenance, sustainability, regulatory compliance, and aesthetics.
- **Professionalism:** Provide professional services based on their body of knowledge with a standard of care that meets both client needs and protects the health, safety, and welfare of the public in an ethical and legal manner.

Locations Available:

The Art Institute of Atlanta

Bachelor of Fine Arts in Interior Design

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 120	Perspective Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 101	Applications and Industry	3
INTA 101	Architectural Drafting I	3
INTA 102	Introduction to Interior Design	3
INTA 103	CAD	3
INTA 105	Sketching and Ideation	3
INTA 111	Space Planning	3
INTA 112	Design Basics 3D	3
INTA 121	Architectural Drafting II	3
INTA 122	Textiles	3
INTA 201	Materials and Specifications	3
INTA 202	Presentation Techniques	3
INTA 211	Codes and Regulations	3
INTA 212	Residential Design	3
INTA 213	Kitchen and Bath Design	3
INTA 222	Human Factors	3
INTA 232	Lighting Design	3
INTA 242	Commercial Design I	3
INTA 252	Interior Detailing	3
INTA 262	Construction Documents	3
INTA 303	Digital Modeling I	3
INTA 306	Professional Practice	3
INTA 312	Global Design	3
INTA 313	Digital Modeling II	3
INTA 322	Building and Mechanical Systems	3
INTA 332	Environmental and Sustainable Design	3
INTA 342	Commercial Design II	3
INTA 352	Hospitality Design	3
INTA 402	Senior Studio I	3
INTA 410	Portfolio	3
INTA 412	Institutional Design	3
INTA 416	Internship	3
INTA 424	Project Management	3
INTA 426	Senior Studio II	6
	Interior Design Electives (Choose 5)	15

General Education Courses: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
ARHA 145	History of Architecture, Interiors, and Furniture I	4
ARHA 146	History of Architecture, Interiors, and Furniture II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
	General Education Elective	4
	Science Elective	4

Media Arts & Animation

Location-based entertainment, film and video, architecture, virtual reality, broadcast television, advertising, education, gaming, medical sciences, and forensics are among the industries that benefit from the techniques of traditional and digital animation. The course of studies at The Art Institute develops students' skills in design, illustration, compositing, 3-D computer modeling, and other areas needed to seek entry-level positions in the animation field. Students begin the Media Arts & Animation program with a foundation in drawing, color, writing, and character design along with introductory computer applications. Under the guidance of industry-experienced faculty, students have the opportunity to learn advanced 2-D and 3-D animation principles as well as story development, background design, scenic layout, and special effects. In increasingly more advanced courses, students have the opportunity to learn and become experienced with program-specific software, such as Adobe Photoshop, Adobe After Effects, Autodesk 3D SMax, and Autodesk Maya. At the end of the program, students have the opportunity to take a sequence of portfolio courses in which they design and execute specialized projects that form a part of their digital portfolios to showcase their conceptual and creative skills and abilities in both traditional and digital 2-D and 3-D techniques. All students have the opportunity to develop a Web site in order to present this portfolio to a wide audience of potential employers upon graduation.

During their studies at The Art Institute, students are encouraged to apply for internships, participate in active student and professional organizations, enter national contests and film festivals, and attend conferences, such as SIGGRAPH, all of which enable them to become familiar with a developing industry and with the people who make the industry such a vibrant one in today's world of communications and entertainment.

Media Arts & Animation graduates are prepared to seek entry-level employment in various aspects of the animation industry, specializing in fields such as computer-generated lighting, compositing and rendering, storyboarding, texturing, special effects, motion graphics, and others.

Program Outcomes:

- **Basic Skills:** Demonstrate application of learned concepts from foundation level art courses. These include: drawing, color, form, design, composition and foundation level digital art skills.
- **Technical Skills:** Demonstrate an applied technical knowledge of animation tools and software according to current industry standards.
- **Application Skills:** Demonstrate a practical understanding and application in the principles of animation, acting and movement, and cinematic storytelling as it relates to 2D and 3D animation (as applicable).
- **Professionalism:** Demonstrate professionalism, through the creation and presentation of a portfolio and self-promotion package, according to current industry standards.
- **Concept Skills:** Demonstrate the ability to conceptualize, plan, execute, and deliver quality animation projects.

Locations Available:

The Art Institute of Atlanta

Bachelor of Fine Arts in Media Arts & Animation

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

ADVA307	Brand Strategy	3
AUDA 101	Introduction to Audio	3
DFVA 103	Fundamentals of Video Production	3
DFVA 105	Conceptual Storytelling	3
DFVA 208	Media Business Practices	3
FNDA 105	Design Fundamentals	3
FNDA 110	Observational Drawing	3
FNDA 135	Image Manipulation	3
FNDA 150	Digital Color Theory	3
GWDA 111	Introduction to Layout	3
GWDA 112	Typography- Traditional	3
MAAA 102	Life Drawing and Gesture	3
MAAA 111	Introduction to Animation Principles	3
MAAA 122	Drawing and Anatomy	3
MAAA 202	Character and Object Design	3
MAAA 213	3D Modeling	3
MAAA 222	Storyboarding and Animatics	3
MAAA 223	Hard Surface and Organic Modeling	3
MAAA 232	3D Animation	3
MAAA 242	Character Modeling	3
MAAA 243	Materials and Lighting	3
MAAA 252	Background and Layout Design	3
MAAA 303	3D Character Rigging	3
MAAA 343	Pre-Production Team	3
MAAA 403	Production Team	3
MAAP309	Portfolio I	3
MAAP409	Portfolio II	3
MAIN300	Internship II	3
MARA312	Marketing	3
SVMA101	Survey of Media	3
VIAA345	Figure Sculpting	3
VIAA414	Animal Imagery and Archetypes	3
	Media Arts Concentration Courses (Choose 6)	18
	Media Art Electives (Choose 6)	18

General Education Courses: 48 quarter credits

ARHA 125	History of Western Art I	4
ARHA 126	History of Western Art II	4
COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
HUMA 125	History of Media	4
MATA 101	College Algebra	4
MATA 201	College Geometry	4
PSYA 101	Introduction to Psychology	4
	Humanities Elective	4
	Social Sciences Elective (Choose 2)	8

Culinary Arts

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

The culinary arts bring together people, food, and creativity to delight not only the palate but all the senses. Few professions offer the kind of excitement found in the world of Culinary Arts. Restaurants, hotels, clubs, resorts, convention centers, retirement homes, hospitals, and entertainment facilities all offer career opportunities for the culinary professional.

Students in the Culinary Arts program learn classical principles of cooking along with modern techniques and trends. International cuisines are introduced throughout the program. Students learn both theory and practical applications, in professional kitchens and through internships. The culminating class in Culinary Arts is the à La Carte class, in which students prepare all courses for a “dining lab” open to the public.

Diploma in Culinary Arts

Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

Students have the opportunity to obtain a foundational knowledge and skills in the fundamental techniques and theories of the culinary arts and in industry practices. Through applied coursework and hands-on experiences students will have the opportunity to build the necessary skills and abilities to confidently meet the challenges of the food-service industry. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen. Graduates are prepared to seek entry-level employment in the culinary industry such as entry-level prep cooks, line attendants, and entry-level pastry assistants.

Locations Available:

The Art Institute of Atlanta

The Art Institute of Virginia Beach

Diploma in Culinary Arts

56 quarter credits required.

Program Courses: 55 quarter credits

CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	6
CULA107	Culinary Basic Skills	2
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA110	Advanced Culinary Foundations	3
CULA120	Cuisines of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA201	Garde Manger	6
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6
CULA250	Classical Cuisine	3
CULA251	International Cuisine	3
CULA254	Alternative Cuisine and Food Science	3

Associate of Arts in Culinary Arts

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

In the Associate program, students begin with basic culinary principles and skills, as well as kitchen and dining room operations. Their studies also include fundamental business skills such as cost control and supervising foodservice personnel. Upon graduation, they are prepared to seek entry-level positions such as line cook, prep cook, first cook, baking trainee, and catering assistant in restaurants, luxury resorts, and contract foodservice companies.

Program Outcomes:

- Demonstrate the ability to establish and maintain safety and sanitation procedures
- Demonstrate product fabrication techniques with a variety of proteins
- Prepare a variety of international recipes utilizing the appropriate techniques, ingredients and equipment which meet industry quality standards
- Describe and perform tasks related to common business practices in the culinary industry, including inventory, menu planning, cost control, and food purchasing.
- Describe and perform tasks related to culinary business communications
- Define and demonstrate the core values of the culinary professional

Locations Available:

The Art Institute of Atlanta

Associate of Arts in Culinary Arts

The curriculum for the Associate of Arts in Culinary Arts program requires 90 credit hours, as listed below:

Program Courses: 64 quarter credits

CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	6
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA110	Advanced Culinary Foundations	3
CULA120	Cuisines of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA201	Garde Manger	6
CULA206	Food and Beverage Operations Management	3
CULA209	Capstone	3
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6
CULA250	Classical Cuisine	3
CULA251	International Cuisine	3
CULA254	Alternative Cuisine and Food Science	3
CULA271	Art Culinaire	6

General Education Courses: 24 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
PSYA 101	Introduction to Psychology	4
	Humanities Elective	4

Diploma in Baking & Pastry

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

Baking & Pastry Diploma students obtain a foundational knowledge and skills in the fundamental techniques and theories of the baking and pastry arts and in industry practices. Through applied coursework and hands-on experiences students will have the opportunity to build the necessary skills and abilities to confidently meet the challenges of the baking, pastry and food service industry. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen. Students are prepared to seek entry-level employment in the culinary industry such as entry-level Pastry Cooks, entry-level Bakers, entry-level Prep Cooks, and entry-level Line Cooks.

Program Outcomes:

- Demonstrate the ability to establish and maintain safety and sanitation procedures.
- Demonstrate the ability to prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools.
- Demonstrate the ability to produce various baked goods and a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards.
- Demonstrate the ability to design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards.

Locations Available:

The Art Institute of Atlanta

The Art Institute of Virginia Beach

Diploma in Baking & Pastry

52 quarter credits required.

Program Courses: 55 quarter credits

BAPA102	European Cakes and Tortes	3
BAPA202	Advanced Patisserie and Display Cakes	6
BAPA203	Artisan Bread and Baking Production	6
BAPA212	Chocolate, Confections and Centerpieces	6
CULA101	Concepts and Theories of Culinary Techniques	3
CULA103	Fundamentals of Classical Techniques	6
CULA106	Cake Decorating	1
CULA120	Cuisine of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6

Associate of Arts in Baking & Pastry

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

Students in the Associate program become adept at creating exquisite breads and desserts. They also have the opportunity to learn skills in chocolate and pulled sugar. Upon graduation, students are prepared to seek entry-level positions such as baking assistants or assistant pastry chefs.

Program Outcomes:

- Demonstrate the ability to establish and maintain safety and sanitation procedures.
- Demonstrate the ability to prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools.
- Demonstrate the ability to produce various baked goods and a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards.
- Demonstrate the ability to design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards.
- Describe and perform tasks related to common business practices within the foodservice industry including inventory, menu planning, cost control and food purchasing.
- Define and demonstrate the core values of the culinary professional in Baking & Pastry.

Locations Available:

The Art Institute of Atlanta

Associate of Arts in Baking & Pastry

The curriculum for the Associate of Arts in Baking & Pastry requires 90 credit hours, as listed below:

Program Courses: 66 quarter credits

BAPA102	European Cakes and Tortes	3
BAPA202	Advanced Patisserie and Display Cakes	6
BAPA203	Artisan Bread and Baking Production	6
BAPA205	Alternative Baking and Food Science	3
BAPA212	Chocolate, Confections and Centerpieces	6
CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	6
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA120	Cuisines of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA206	Food and Beverage Operations Management	3
CULA209	Capstone	3
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6

General Education Courses: 24 quarter credits

COMA 112	Principles of Communication	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
PSYA 101	Introduction to Psychology	4
	Humanities Elective	4

Culinary Arts Management

Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Local drinking age requirements may limit participation in this program. Please contact the Chef Director for information.

Students in the Baccalaureate program build on the basic culinary principles and skills with additional coursework in the business side of the industry, giving them not only a thorough knowledge and understanding of the culinary arts, but also essential knowledge about kitchen and dining room operations, including beverage management, and basic computer applications for the foodservice industry. They also develop the skills and knowledge to handle issues such as customer service, inventory, cost control, and supervision of foodservice personnel, as well as business communications, legal issues, and global management and operations.

Upon graduation, students are prepared to seek entry-level positions such as Management Trainees, Kitchen Managers, Assistant Pastry Chefs, Banquet Chefs, Sous Chefs, Purchasing Managers, Unit Level Restaurant Managers, or Banquet Managers.

Program Outcomes:

- Demonstrate the ability to establish and maintain safety and sanitation procedures.
- Prepare a variety of international recipes utilizing the appropriate techniques, ingredients and equipment which meet industry quality standards
- Demonstrate the ability to analyze the food and beverage cost-control cycle and accounting practices, and implement controls to manage, maintain and ensure profitability.
- Apply standard Human Resource principles in regards to recruiting, retaining, and developing staff.
- Create a business plan for a food service outlet or hospitality company.
- Apply standard Human Resource principles in regards to recruiting, retaining, and developing staff.
- Create a business plan for a food service outlet or hospitality company.

Locations Available:

The Art Institute of Atlanta

The Art Institute of Virginia Beach

Bachelor of Science in Culinary Arts Management

180 Quarter Credits Required: 132 quarter credits in the program, 48 quarter credits in general education.

Program Courses: 132 quarter credits

ACGA320	Introduction to Accounting Principles	3
BULA322	Risk Management	3
BULA401	Innovation and Entrepreneurship	3
CIS323	Legal Issues and Ethics	3
CULA101	Concepts and Theories of Culinary Techniques	3
CULA102	Management by Menu	3
CULA103	Fundamentals of Classical Techniques	6
CULA108	Sustainable Purchasing and Controlling Costs	3
CULA110	Advanced Culinary Foundations	3
CULA120	Cuisine of the Americas	6
CULA123	Introduction to Baking and Pastry Techniques	6
CULA201	Garde Manger	6
CULA206	Food and Beverage Operations Management	3
CULA209	Capstone	3
CULA210	Nutritional Cooking	3
CULA213	À la Carte Kitchen	6
CULA250	Classical Cuisine	3
CULA251	International Cuisine	3
CULA254	Alternative Cuisine and Food Science	3
CULA271	Art Culinaire	6
CULA302	Facilities Management and Design	3
CULA303	Food Service Technology and Information	3
CULA305	Gastronomy	3
CULA313	Exploring Wines and the Culinary Arts	3
CULA322	Catering and Event Management	3
CULA332	Quality Service Management and Training	3
CULA412	Senior Project Capstone	3
EXTA406	Management Externship	3
FIN321	Financial Management	3
HOS350	Introduction to Hospitality	3
MANA301	Human Resource Management	3
MANA400	Leadership and Organizational Development	3
MANA405	Digital Media Management	3
MARA312	Marketing	3
	Program Elective (Choose 4)	12

General Education Courses: 48 quarter credits

COMA 112	Principles of Communication	4
	General Education Elective	4
ENCA 101	English Composition I	4
ENCA 102	English Composition II	4
MATA 115	Applied Mathematics	4
PSYA 101	Psychology	4
	Social Science Elective	4
	Humanities Elective (Choose 2)	8
	Science Elective (Choose 3)	12

Course Descriptions

Course offerings each quarter are determined by the needs of students enrolled in each program of study. Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.

ACGA320 Introduction to Accounting Principles (3 credits)

This course introduces the basic concepts of financial accounting, including the principles upon which the determination of a company's net income and financial position are based. The course presents the accounting cycle, recording process, financial statements, budgetary planning, and performance evaluation. Basic financial statements are introduced, the items included in these reports and the economic events and accounting related to them. The course provides information to facilitate how to use and interpret accounting information.

Prerequisite(s): None

ADVA 307 Brand Strategy (3 credits)

The role of branding and brand identity. Examines brand value, framework and positioning and their importance to building strong, enduring brands.

Prerequisite(s): Academic Approval Required

ADVA 407 E-Commerce Strategies and Analytics (3 credits)

Explore various metrics and analytics tools for tracking the social and consumer behaviors of online visitors. Students will apply these tools by selecting appropriate key performance indicators (KPIs) for a campaign, identifying and responding to trends in real time, and generating and evaluating reports to determine campaign success. Students will formulate appropriate recommendations and data-driven decisions to optimize online activities.

Prerequisite(s): None

ARHA 125 History of Western Art I (4 credits)

This course offers a visual and historical survey from prehistory through the Middle Ages. Emphasis is placed on the visual analysis of painting, sculpture, and architecture as well as the relationship of the artists to the society of the period.

Prerequisite(s): None

ARHA 126 History of Western Art II (4 credits)

This course offers a visual and historical survey of art from Renaissance to the modern period. The relationship of the artist to the society of the period as well as the characteristics of painting, sculpture, and architecture is covered.

Prerequisite(s): None

ARHA 145 History of Architecture, Interiors and Furniture I (4 credits)

This course covers the evolution of architecture, interiors, furniture, and design from the ancient world to the mid-19th Century. The cultural, political, social, and/or economic conditions of the times are included.

Prerequisite(s): None

ARHA 146 History of Architecture, Interiors and Furniture II (4 credits)

This course covers the development of architecture, interiors, furniture, and design from the Industrial Revolution to the present. The cultural, political, social, and/or economic conditions of the times are included. Assignments provide opportunities to recognize how the styles of the past continue to influence design today.

Prerequisite(s): ARHA 145

ARHA 200 Greek and Roman Art (4 credits)

A study of Greek painting, sculpture and architecture from Mycenaean to the Hellenistic period; and an examination of Roman Art from the Etruscan age to Constantine. Emphasis is placed on the Greek Classical period and the Roman Empire.

Prerequisite(s): ARHA 125 and ARHA 126

ARHA326 Postmodernism and Contemporary Art (4 credits)

This course presents a history of styles and ideas in the arts beginning with 1960s Pop and Minimal Art through present time.

Prerequisite(s): ARHA125 or ARHA126

ARHA 328 History of Non-Western Art (4 credits)

This course offers case studies of the art of cultures outside those traditionally taught in art history survey courses. Case studies are distributed across Africa, Oceania, India, and the pre-Columbian North, Central and South Americas which create art in different media and with varied styles and that represent different parts of the continuum of socio-cultural complexity. The class explores each culture's aesthetic philosophy, the fundamental nature and the value of art, and its distinctive technologies.

Prerequisite(s): None

AUDA 101 Fundamentals of Audio (3 credits)

Addresses the principles of recording sound and covers sound characteristics, basic acoustics, and techniques for field recording. The role of sound in media production is explained.

Prerequisite(s): None

AUDA 102 Music Theory for Audio Professionals I (3 credits)

This course is an introduction to the rudiments of music theory. Students learn to identify notes and common scales as well as the notation of notes, scales and simple rhythms. The concept and structure of the lead sheet will be introduced. An ear-training component will develop the students' skill in identifying and transcribing simple chords, melodies, and rhythms.

Prerequisite(s): None

AUDA 103 Audio Technology I (3 credits)

This course examines the principles of audio signals and the equipment used to record, process, and distribute audio content. Students will begin to develop an understanding of signal flow of audio systems using block diagrams. A survey of audio transmission, manipulation, and delivery systems including cables, connectors, basic stereo mixers, microphones, amplifiers, and loudspeakers will be presented.

Prerequisite(s): AUDA 101

AUDA 112 Music Theory for Audio Professionals II (3 credits)

This course continues with the development of the rudiments of music theory and expands into an introduction to harmony, voice leading, modes and compound time signatures. Students will learn to create simple lead sheets. An ear-training component will extend the work from Music Theory for Audio Professionals I to include more complex chords and intervals.

Prerequisite(s): AUDA 102

AUDA 113 Digital Audio I - Introduction to the Interface (3 credits)

This course introduces the theories, practices, and tools used in digital audio production and techniques of non-linear digital audio editing focusing on the fundamental theories and concepts behind various types of digital audio tools.

Students develop knowledge and skills needed to operate non-linear audio workstations.

Prerequisite(s): AUDA 101

AUDA 133 Audio Recording I (3 credits)

Theoretical foundations presented in Digital Audio I - Introduction to the Interface is reinforced in this course through practical, hands-on applications. Students learn the operational techniques of basic audio systems with an emphasis on mixdown of prerecorded multitrack sessions.

Prerequisite(s): None

AUDA 143 Electronics I (3 credits)

Students are introduced to the fundamental concepts of electronics as they relate to audio production. Topics include Ohm's Law, AC and DC circuits, basic troubleshooting for audio equipment, AC line voltage and filtered DC voltage, etc. Prerequisites: AUDA 103 and MATA 101 or MATA 115

AUDA 202 Synthesis and Sound Design I (3 credits)

In this course students develop advanced skills using synthesizers and samplers. Students study the elements of sound and how they apply to simple and complex waveforms, envelopes, Low Frequency Oscillations (LFO), filters, and keyboard architecture. Theory and practice with sampling and subtractive synthesis using software and hardware sound sources.

Prerequisite(s): None

AUDA 203 Production Sound (3 credits)

This course is an introduction to the science and art of production sound. Students learn how to use microphones, field mixers and digital sound equipment to record dialogue and sound effects in a variety of settings. The fundamentals of sound editing and mixing are introduced.

Prerequisite(s): DFVA 103

AUDA 205 Listening and Analysis (3 credits)

This course covers ear-training and critical listening from the perspective of the audio engineer and contemporary production techniques. The student will learn to aurally analyze and identify typical contemporary popular song forms and the production techniques used to create them.

Prerequisite(s): None

AUDA 213 Audio Technology II (3 credits)

Students continue to study the principles of audio signals and the equipment used to record, process, and distribute audio content in this course. Sound in acoustical form is discussed in relation to studio acoustics. Students expand their understanding of signal flow of advanced audio systems by creating and reading complex block diagrams.

Prerequisite(s): AUDA 103

AUDA 215 Acoustics (3 credits)

This course examines the physical behavior of sound indoors and outdoors. Topics include human hearing and the principles of psychoacoustics, sound propagation, transmission, reflection, diffraction, diffusion, noise reduction, basic studio and room acoustics, and sound isolation.

Prerequisite(s): None

AUDA 223 Midi Systems I (3 credits)

Students develop a working theoretical and skills-based knowledge of the multi-timbral synthesizer and the sequencing environment within the context of the contemporary MIDI production studio.

Prerequisite(s): AUDA113

AUDA 233 Post-Production Sound (3 credits)

This course focuses on the artistic and technical problems of preparing sound in relation to picture. Students will learn the terminology and techniques of editing, mixing, and sound design.

Prerequisite(s): AUDA 203

AUDA 243 Digital Audio II (3 credits)

Students learn the concepts and production techniques used with Pro Tools integrated into a digital audio workstation. Topics include computer based digital audio workstations, sound design, field recording, digital audio transfer protocols, software-based effects plug-ins, and online automation.

Prerequisite(s): AUDA 113

AUDA 253 Audio Recording II (3 credits)

Students expand and develop the skills learned in Audio Recording I through multi-track recording projects. The course focuses on recording techniques used in music production. Emphasis is placed on signal flow for basic tracks, mixdown, and overdubs. Other topics include close and distant microphone techniques, recording session management, analog tape recorders, studio documentation, signal processing, and moving fader automation systems.

Prerequisite(s): AUDA 133

AUDA 263 Live Sound Reinforcement I (3 credits)

Students learn to set up and operate various audio equipment for a typical live sound reinforcement. Topics include reading block diagrams of audio systems, wiring speakers, connecting powers, testing and adjusting microphones, troubleshooting sound systems, and fine-tune reinforcement effects.

Prerequisite(s): None

AUDA 273 Electronics II (3 credits)

Students explore the concepts, building, and application of transformers and filters and learn to read, interpret, and utilize data from more advanced schematic circuit diagrams. Emphasis is placed upon applying these electronic devices to the operation and troubleshooting of audio equipment.

Prerequisite(s): AUDA 143

AUDA 283 Audio Distribution Technologies (3 credits)

This course addresses the end part of media production—delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationships between delivery systems and distribution methods and evaluate the relative efficiency, cost and effectiveness of each.

Prerequisite(s): None

AUDA 301 Broadcast Audio (3 credits)

This course provides the student with the fundamentals of audio production skills for Audio TV, Radio and New media.

Prerequisite(s): AUDA 233 or Academic Approval Required

AUDA 302 Synthesis and Sound Design II (3 credits)

In this course, students explore and implement available synthesis methods that enhance the narrative in various media. Analytical listening sessions will expose students to synthesis methods in various contexts.

Prerequisite(s): AUDA 202

AUDA 303 Advanced Post-Production Sound (3 credits)

This course focuses on practical experience in advanced sound design and audio production for video. The course includes applied techniques used in Automated Dialog Replacement (ADR), and the creation of realistic, synchronized sound effects (Foley), and multi-track recording, editing, and mixing in the post-production story-telling process.

Prerequisite(s): AUDA 233

AUDA 311 Mixing and Mastering (3 credits)

This course introduces students to the equipment, techniques, protocols, and procedures used in premastering music and video for duplication in various media.

Prerequisite(s): Academic Approval Required

AUDA312 Special Topics (3 credits)

Students, in consultation with the instructor, identify an area of special interest in audio production for focused skill development. Such skill development may include both community and curricular-based projects.

Prerequisite(s): Academic Approval Required

AUDA 313 Digital Audio III – Mixing (3 credits)

This course covers digital audio theory and interacts with analog consoles, digital recorders, external Digital Signal Processor (DSP), software signal routing, interfacing equipment, and synchronizing digital audio streams. Topics include analog-to-digital/digital-to-analog conversion, dithering, error correction and concealment, digital storage media, encoding methods involving data compression, digital audio interface standards, Digital Audio Workstation (DAW) interchange standards and synchronization methods.

Prerequisite(s): AUDA 243

AUDA 322 Senior Project I (3 credits)

This course initiates a two-quarter long comprehensive project, which will be integral to students' final portfolios. Students will employ their cumulative skills to pre-produce a significant, sophisticated, multi-track digital audio work. Committee and/or faculty will approve the project content and type of the audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

Prerequisite(s): Academic Approval Required

AUDA 323 Advanced Recording Techniques I (3 credits)

This course covers the techniques and technology typical to professional music recording and mixing using advanced large format consoles. Topics include: studio procedures and professionalism, Solid State Logic (SSL) Console operation, advanced signal flow, signal processing, analytical and critical listening skills, close, distant and stereo mic techniques for a variety of musical instruments, and basic mixdown strategies.

Prerequisite(s): AUDA 253

AUDA 332 Music Editing (3 credits)

This course covers approaches to editing music in relation to television and film including matching, mood, and aesthetic. Areas of concentration may include commercials, narratives, and music videos.

Prerequisite(s): Academic Approval Required

AUDA 333 Sound for Interactive Media (3 credits)

Students learn the techniques of recording, mixing, and mastering for various interactive media such as CD-ROM, DVD, and the internet. The unique challenges of memory allocation and optimization are examined with a focus on quality differences between different formats. In addition, students examine coding and compression techniques. Prerequisite(s): AUDA 233

AUDA 334 Midi Systems II

This course will expand on the knowledge acquired in MIDI Systems I. Students will deepen into a theoretical and skills-based knowledge and resources of the sequencing environment within the context of the contemporary MIDI production studio. Students proficiency in MIDI production processes will be enhanced through variously-sized production projects. Both live and studio applications of MIDI will be covered.

Prerequisite(s): AUDA 223

AUDA 335 Digital Audio IV (3 credits)

This course will address the stage of the audio production process called mastering. This process follows the mixing phase and is associated with signal processing enhancements that make the mixed session a finished product that has the optimum level of production quality. This stage also involves preparation of the audio media for whatever form of media or broadcast that the audio needs to be prepared for. The course will focus on the different approaches used in successfully mastering a completed audio mix and the considerations one needs to address for various forms of media.

Prerequisite(s): AUDA 313

AUDA 343 Advanced Recording Techniques II (3 credits)

This course provides the student a greater understanding of SSL consoles and VCA automation systems. Students use SMPTE Time Code for synchronization to a variety of multitrack formats, use digital audio sampling for sound replacement, and integrate software and MIDI sequencers into the analog studio mixing environment. Critical listening skills and critical analysis of master tapes are emphasized. Students participate in in-class recording sessions and engineer recording projects during and out of class hours, which may be included in their portfolio.

Prerequisite(s): AUDA 323

AUDA 353 Live Sound Reinforcement II (3 credits)

This course presents students more sophisticated and complex situations for live sound reinforcement. Through studio settings or real world events, students learn to operate large format analogue and digital mixing consoles and solve signal manipulation problems with transformers. Students also learn professional protocols in live sound reinforcement settings.

Prerequisite(s): AUDA 263

AUDA 373 Advanced Electronics (3 credits)

This course focuses on the theoretical principles, physical properties, design, and characteristics of various audio electronics such as microphones, loudspeakers, and consoles. They will learn system design of a standard studio and live sound setup, as well as troubleshoot and repair various devices and systems.

Prerequisite(s): Academic Approval Required

AUDA 383 Live Sound Reinforcement III (3 credits)

Students work within the parameters of professional sound reinforcement companies to improve their audio skills and gain practical show experience by using hands-on, in the field, live sound reinforcement. Lighting, video, electrics, rigging, backline and remote recording are explored in both a classroom and lab setting. Students design sound systems using current industry software.

Prerequisite(s): AUDA 353

AUDA 402 Advanced Acoustics (3 credits)

This course focuses on applied acoustics, advanced room acoustics, and special topics in acoustics and electroacoustics. Students apply the physical properties of sound waves and human perception of sound to the understanding and design of acoustic environments, the behavior and construction of acoustic transducers, and the exploration of divergent acoustic phenomenon. The class emphasizes application of acoustic theory commonly used by acousticians, engineers, architects and designers in real world, professional applications.

Prerequisite(s): AUDA 215

AUDA 403 Senior Project II (3 credits)

This course continues the two-quarter long comprehensive project begun in Senior Project I. Students will employ cumulative skills to produce a significant, sophisticated, multi-track digital audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

Prerequisite(s): AUDA 322

AUDA 404 Live Sound for Television (3 credits)

This course covers core knowledge and competency in digital audio, broadcast communication systems and multi-channel sound design and production, as well as promotes communication skills and team interaction which are required to complete production objectives and timelines.

Prerequisite(s): AUDA 301

AUDA 405 Audio for Advertising (3 credits)

Students apply skills in dialog, music and effects (DME) to create and produce audio for broadcast and interactive advertising, and compare and contrast the goals of advertising with those of cinematic movies and artistic music.

Prerequisite(s): AUDA 303

AUDA 412 Sound System Design and Installation (3 credits)

This course provides students with skills necessary for work in the audio and video installations field. Constant voltage amplifiers, intercoms, plasma TV, surround sound installations, and movie a/v systems will be discussed. Students will learn how to work with contractors, retailers, and installers to create and maintain audio and video environments.

Prerequisite(s): Academic Approval Required

AUDA 413 Advanced Broadcast Audio (3 credits)

This course provides students with the skills to analyze and support live broadcast scenarios.

Prerequisite(s): Academic Approval Required

AUDA 415 Composition and Scoring (3 credits)

This course introduces students to the special technical and artistic demands of composing music for film and television. Topics include instrumentation, orchestration, musical motif, notation, spotting sessions, midi mockups, scoring and tempo markers, and stems.

Prerequisites: AUDA 112

AUDA 423 Audio for Emerging Media (3 credits)

In this course students are introduced to the principles of creating audio for interactive and emerging media.

Special emphasis is placed on internet and tablet computing technologies.

Prerequisites: Academic Approval Required

AUDA 425 Songwriting (3 credits)

In this course students study song forms of pop, country, jazz and ethnic music in order to be able to compose melodies and chord cadences in various structures, tempos, meters and keys. Emphasis is on the symbiotic relationship of music and lyrics.

Prerequisite(s): AUDA 112

AUDA 433 Designing Circuitry for Audio Electronics (3 credits)

This course focuses on the applied principles of audio electronics. Students apply electronics theory, physical properties, design, and component level knowledge to common audio electronics. Emphasis is placed on system design as well as troubleshooting, maintenance and repair of various devices and systems.

Prerequisite(s): Academic Approval Required

AUDA 443 Field Recording I (3 credits)

Students are introduced to the equipment, techniques, protocols, and procedures used in on-site recording for radio, film, and TV. Students participate in a location film/video shoot. Topics include power requirements and electrical noise, acoustic isolation and location mixing, audio post-production tools and processes, field and post synchronization, sampling sounds and environments, microphone placement, wireless microphones, communication, and audio processing in the field.

Prerequisite(s): AUDA 203

AUDA 446 Interactive Music (3 credits)

This course explores concepts and techniques for real-time interaction between digital audio software, hardware controllers, and acoustic sound. Topics will include: audio signal routing for real-time processing, looping, and layering; mapping and programming software parameters for manipulation with hardware controllers; real-time performance, processing, and recording of acoustic and electronic sounds; approaches to controlling software parameters with various control surfaces (e.g., pads, rotary knobs, sliders, keyboards, and pedals); issues related to audio signal flow in electroacoustic music; and some of the historical, theoretical, and artistic dimensions of interactive and electroacoustic music. The course will be divided evenly between three components: 1) lectures, assigned listening, and readings, 2) hands-on exercises designed to develop skills and familiarity with specific techniques, and 3) creative projects that explore and extend these techniques. Prerequisite(s): AUDA 334

AUDA 453 Acoustic Recording and Production (3 credits)

In this course, students study recording and editing of classical music and jazz. The scope of the course will include studio and location digital recording of music in real time. Computer based wave form editing will be taught using music scores and recording notes to create a seamless master from multiple takes. Prerequisite(s): Academic Approval Required

AUDA 463 Analog Systems (3 credits)

This course covers the history of analog audio production and application in today's industry. Analog tape machine alignment procedures and test equipment are featured as well as mixing techniques on an analog console. Prerequisite(s): Academic Approval Required

AUDA 470 Studio Maintenance and Electronics (3 credits)

This course focuses on the theoretical and applied principles, physical properties, design, and characteristics of various audio electronics. Students apply electronics theory, physical properties, design, and component level knowledge to common audio electronics. Emphasis is placed on system design as well as troubleshooting, maintenance and repair of standard studio, live sound, and various audio devices and sound systems. Prerequisite(s): AUDA143

BAPA102 European Cakes and Tortes (3 credits)

Students will build on competencies previously learned and apply those skills into new products to create more elaborate tortes and cakes using complex finishing methods by applying glazes, using decorative sponges, and building multi-component cakes. Topics to be covered include comparison of classical and modern preparations, classical cakes; glazed, iced, molded, and cream filled cakes, and bombes. Prerequisite(s): CULA123

BAPA202 Advanced Patisserie and Display Cakes (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course explores the techniques of plated desserts and the theory behind building edible art for A la Carte service, competition or banquet functions. Methods and procedures for producing high quality specialty decorated cakes, as well as the design, assembly, and decorating of wedding cakes will be introduced. Prerequisite(s): CULA123

BAPA203 Artisan Breads and Baking Production (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course provides the information, tools and instruction to gain proficiency in the preparation of a variety of artisan breads. Emphasis will be placed upon learning to mix, ferment, shape, bake and store hand crafted breads. Students will focus on traditional fermentation, as well as the science of the ingredients. Students will have the opportunity to learn assembly speed and increased their proficiency in meeting production deadlines with quality products. Prerequisite(s): CULA123

BAPA205 Alternative Baking and Food Science (3 Credits)

Alternative Baking and Food Science explores special topics both influences and ingredients that address unique diets. Emphasis will be placed on nutritional and holistic approaches to healthier and medical alternative to baking and pastry techniques. Students prepare, taste, serve, and evaluate dishes. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisite(s): CULA123

BAPA212 Chocolate, Confections and Centerpieces (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. Students are introduced to the fundamental concepts, skills and techniques of chocolates and confections. Students are introduced to the basic techniques used in forming simple centerpieces. Lectures and demonstrations teach chocolate tempering, candy production and the rules that apply when creating centerpieces.

Prerequisite(s): CULA123

BSC104 Public Relations I (3 credits)

Examines the role of public relations, showing the principles, methods and means of influencing public opinion.

Prerequisite(s): None

BULA322 Risk Management (3 credits)

This course explores risk management issues in the business property and liability area. It includes the operation of insurance companies, as well as the duties and functions of the hospitality manager as risk manager at the property level. An analysis of commercial property, business interruption, owners, surety, general liability, workers compensation, health, life and professional insurance needs and coverage will be examined in the context of the hospitality operation.

Prerequisite(s): CULA209

BULA401 Innovation and Entrepreneurship (3 credits)

This course provides an introductory overview to the knowledge and skills needed for entrepreneurship. The course offers a chance to gain new knowledge and skills about how to identify and pursue entrepreneurial opportunities that can be applied to a student's own interests. Topics include: how entrepreneurs find, screen, and evaluate ideas and new business opportunities.

Prerequisite(s): None

CGSA 202 Computer Concepts and 2-D Applications (4 credits)

This course is an introduction to basic theory and skill techniques of visual communications using computers. It gives students a basic understanding of technical devices for the electronic production of visual images. Students will receive training on Adobe Illustrator, Adobe Photoshop. These software will help them in producing professional presentations and high graphic quality portfolios. Lab classes consist of a series of full color projects designed to highlight the features of each program.

Prerequisite(s): None

CIS323 Legal Issues and Ethics (3 credits)

The course is designed to give the student an overview of legal issues arising in the foodservice environment. The students will examine laws pertinent to the hospitality/food service industry and will investigate the relationship of these laws to the administration of a service organization. This course also identifies common ethical dilemmas encountered by culinarians; introduces the student to the foundations, purpose, and content of ethical codes and approaches to ethical decision making.

Prerequisite(s): None

COMA 112 Principles of Communication (4 credits)

This course introduces the theory of communication and develops skills in interpersonal professional communication, including interpersonal relationship communication, small group dynamics, and corporate and professional presentations. It is a practical course improving areas such as listening skills, conducting meetings, and persuasive communication techniques. This course stresses the utilization of modern technologies, such as PowerPoint, for professional presentations.

Prerequisite(s): None

CULA101 Concepts and Theories of Culinary Techniques (3 credits)

The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients and cooking theories. Lectures teach organization skills in the kitchen and work coordination. The basics of stocks, soups, sauces, vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising, and frying.

Prerequisite(s): None

CULA102 Management by Menu (3 credits)

This course prepares future food service managers by giving a clear picture of the important role menu planning plays within operations. It covers topics ranging from menu development, pricing, and evaluation to facilities design and layout. Students will benefit because good menu development is crucial to the success of any foodservice operation, i.e., a planning tool, source of operational information and a merchandising method for reaching patrons.

Prerequisite(s): None

CULA103 Fundamentals of Classical Techniques (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of stocks, broth, glazes, and soups, thickening agents, the grand sauces and emulsion sauces. Lectures and demonstrations teach organization skills in the kitchen, work coordination, and knife skills. The basics of vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

Prerequisite(s): None

CULA105 Culinary Basics (1 Credit)

This course emphasizes both career readiness and kitchen preparedness. Students will study the brigade system and position in the modern kitchen, common equipment in the commercial kitchen, common industry kitchen terms, and work etiquette and safety.

Prerequisite(s): None

CULA106 Cake Decorating (1 Credit)

This course emphasizes the basics Baking and Pastry skills development need for advanced cake decorating techniques, students will use of multiple forms of tools and icing to decorate.

Prerequisite(s): None

CULA107 Culinary Basics (2 credits)

This course emphasizes both career readiness and kitchen preparedness. Students will study the brigade system and position in the modern kitchen, common equipment in the commercial kitchen, common industry kitchen terms, and work etiquette and safety.

Prerequisite(s): None

CULA108 Sustainable Purchasing and Controlling Costs (3 credits)

This course introduces the student to the methodologies and tools used to control costs and purchase supplies. This course helps the student value the purchasing, planning, and control processes in the food and beverage industry. Primary focus is on supplier selection, planning, and controlling costs, with an emphasis on the study of sustainable products and approaches. Topics include planning and controlling costs using budgeting techniques, standard costing, standardized recipes, performance measurements, and food, beverage, and labor cost controls.

Prerequisite(s): None

CULA110 Advanced Culinary Foundations (3 Credits)

Advanced Culinary Foundation concentrates on previously learned cooking fundamentals and techniques and applies them to plated cuisine utilizing skills and techniques involved in developing the more advanced cookery skill learned in foundational courses. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of menu items. Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

Prerequisite(s): CULA101 and CULA103

CULA120 Cuisines of the Americas (6 credits)

Cuisines of America explores the use of indigenous ingredients in the preparation of traditional and contemporary cuisines of the Americas. Students prepare, taste, serve, and evaluate regional dishes of the U.S., Mexico, South America and the Caribbean Islands. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisite(s): CULA101 and CULA103

CULA123 Introduction to Baking and Pastry Techniques (6 credits)

This course is a combination of theory, lecture, demonstration, and hands-on production to provide an introduction to baking and pastry techniques for use in a commercial kitchen. Special focus is placed on the study of ingredient functions, product identification, and weights and measures as applied to baking and pastry techniques. Instruction is provided on the preparation of yeast-raised dough mixing methods, roll-in doughs, pie doughs, basic cake mixing methods, fillings, icings, pastry cream, and finishing techniques. Emphasis is also placed on dessert plating and presentation. Students must pass a practical exam.

Prerequisites: None

CULA201 Garde Manger (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course provides students with skills and knowledge of the organization, equipment and responsibilities of the "cold kitchen". Students are introduced to and prepare cold hors d'oeuvres, sandwiches, salads, as well as basic charcuterie items while focusing on the total utilization of product. Reception foods and buffet arrangements are introduced. Students must pass a written and practical exam.

Prerequisite(s): CULA101 and CULA103

CULA206 Food and Beverage Operations Management (3 credits)

This course addresses front-of-the-house operations and is designed to provide students with an introduction from a managerial perspective of providing exceptional service to increasingly sophisticated and demanding guests. Survey of the world's leading wines classified by type, as well as other distilled beverages. Topics covered include the management and training of personnel to be responsible, professional alcohol servers, product knowledge, the income statement, job descriptions, sales forecasting and cost control. The students will produce a complete dining room and bar operation manual. This project should be saved on jump drive, as it will be used during Capstone or the development of a business plan.

Prerequisite(s): None

CULA209 Capstone (3 credits)

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: Market Analysis and Marketing Strategy, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu and Facilities Design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project.

Prerequisite(s): Academic Approval Required

CULA210 Nutritional Cooking (3 credits)

This course centers on an explanation of the basic principles of nutrition and their relationship to health. The structure, functions, and sources of nutrients, including carbohydrates, fats, vitamins, minerals, and water are discussed. Current issues in nutrition are reviewed, including dietary guidelines, energy balance, vitamin supplements, and food fats. Students also focus on the principles of planning wholesome, nutritionally balanced meals using traditional foods and ingredients. Students will plan, analyze, and prepare menus that meet nutritional guidelines.

Prerequisite(s): None

CULA213 À la Carte Kitchen (6 credits)

This course meets nine hours per week over the entire quarter, three hours are lecture and six hours are Lab. The course introduces students to the À La Carte kitchen, emphasis is on “à la minute” method of food preparation, plus dining room service standards. Industry terminology, correct application of culinary skills, plate presentation, organization and timing in producing items off both a fixed-price menu and à la carte menu are stressed. The principles of dining room service are practiced and emphasized. The philosophy of food is further explored and examined in light of today's understanding of food, nutrition and presentation.

Prerequisite(s): Academic Approval Required

CULA250 Classical Cuisine (3 credits)

This course emphasizes both the influences and ingredients that create the unique character of selected Classical European Cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes of the European Continent. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisite(s): CULA101 and CULA103

CULA251 International Cuisine (3 credits)

This course emphasizes both the influences and ingredients that create the unique character of selected international cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes from continent of Asia and selected dishes of Africa. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisite(s): CULA101 and CULA103

CULA254 Alternative Cuisine and Food Science (3 Credits)

Alternative Cuisine and Food Science explores special topics both influences and ingredients that address unique diets. Emphasis will be placed on nutritional and holistic approaches to healthier and medical alternative to food. Students prepare, taste, serve, and evaluate dishes. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

Prerequisite(s): CULA101 and CULA103

CULA271 Art Culinaire (6 credits)

This course will celebrate the culinary styles, restaurants, restaurateur and chefs who are in the current industry spotlight. Their style, substance and quality will be discussed and examined. During the hands-on production aspect of the class, students will have the opportunity to be exposed to specialty produce and products.

Prerequisite(s): Academic Approval Required

CULA302 Facilities Management and Design (3 credits)

This course provides students with information related to hospitality facility design and maintenance. Food service layout and design is related to operating issues, new building construction, and renovations. Planning and design of facilities including equipment, space and functional relationships, cost and operating efficiencies; emphasis on maintenance programs, safety regulations, building code requirements and energy conservation.

Prerequisite(s): None

CULA303 Food Service Technology and Information (3 credits)

This course is a survey course in foodservice information systems and technology (IS&T) designed to introduce students to the many diverse facets of IS&T in the foodservice industry. Current systems and issues of major importance in the field of IS&T will be considered as they relate to the foodservice industry. Emphasis will be placed on the managerial and business aspects of IS&T, rather than the technical perspectives. Core topics will include key foodservice systems (e.g., accounting and property management systems, point-of-sale, sales and catering, etc.), guest service and customer relationship management (CRM), knowledge management, and IS&T strategy.

Prerequisite(s): None

CULA305 Gastronomy (3 Credits)

This course explores the social boundaries and identities of food. There is a culinary focus on the emotions received from the nutrients within food and the reflective values within society. This class allows students to expand upon the history behind French and American Haute Cuisines. As a class, we will review the contemporary issues that occur in agriculture and the effects it has on the culinary industry.

Prerequisite(s): None

CULA313 Exploring Wines and the Culinary Arts (3 credits)

This course provides an introduction to the production of wine from vineyard to bottle, as well as a review of the basic grape varieties that are used to make wine. Through lectures, research and tasting, students are exposed to different types, styles and quality levels of wine. Students will become familiar with the world's most important wine regions and learn the common criteria by which wines from these different regions are evaluated. This course is designed to teach students the applied approach to matching wine and food, using flavors, textures, and components present in food and wine as complementing strategies. The course emphasizes menu planning, preparation of foods, cooking methods, and tasting wines with food.

Prerequisite(s): None

CULA322 Catering and Event Management (3 credits)

This course introduces students to the fundamentals of catering, special events and sales in the hospitality industry. The course focuses on understanding the catering's role within the hospitality industry and the various catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation. This course is project driven which requires significant creative and independent work.

Prerequisite(s): None

CULA332 Quality Service Management and Training (3 credits)

This class will examine the role of service in the food service industry and explore how to give quality customer service. Service systems and training programs in quality operations will be examined through the use of case studies and hypothetical scenarios. The course will cover employee training and development from both a strategic and operational perspective. The class will culminate by examining Charlie Trotter's service standards in what is often the best-rated restaurant in the United States.

Prerequisite(s): None

CULA412 Senior Project Capstone (3 credits)

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: a Marketing Plan specialized to the organization, Cost Control Procedures, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu, Management Plan and Facilities Design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project.

Prerequisite(s): CULA209

DFVA 103 Fundamentals of Video Production (3 credits)

Students begin the implementation of fundamental terminology, concepts, equipment and techniques of video production.

Prerequisite(s): None

DFVA 105 Conceptual Storytelling (3 credits)

Introduces students to storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard.

Prerequisite(s): None

DFVA 107 Fundamentals of Producing and Directing (3 credits)

Focuses on the production processes from the perspectives of a producer and director.

Prerequisite(s): None

DFVA 111 Principles of Cinematography (3 credits)

Introduction of the history and principles of visual design for motion pictures through the use of a camera.

Prerequisite(s): None

DFVA 113 Fundamentals of Editing (3 credits)

Introduces the student to the editing of visuals and sound using non-linear editing software.

Prerequisite(s): None

DFVA123 Intermediate Video Production (3 credits)

Covers the principles of visual design for motion pictures, develop the student's ability to evaluate the visual potential of locations, and determine the proper technical tools and use of motion picture elements to achieve the story's intended look.

Prerequisite(s): DFVA 103

DFVA 133 Lighting for Digital Film (3 credits)

Students will be introduced to the basic concepts and principles of lighting for cinematography. Fundamentals of utilizing and controlling both natural and studio lighting with emphasis on the quality, quantity, and direction and its effect on the photographic image.

Prerequisite(s): DFVA 103

DFVA 201 Fundamentals of Scriptwriting (3 credits)

Students explore the writing and creative elements needed to create scripts. They will also acquire knowledge of all elements from research to proposal to treatment to script.

Prerequisite(s): DFVA 105

DFVA 202 Digital Cinematography (3 credits)

Explores various cameras, lighting techniques and styles used in digital filmmaking and video production. Discussions will cover advanced concepts and principles of camera operation, camera movement, use of lenses, composition and lighting techniques.

Prerequisite(s): DFVA 111

DFVA 203 Intermediate Editing (3 credits)

Students will learn to utilize creative problem-solving skills through editing using approach, pace, tone, and rhythm of sequences.

Prerequisite(s): DFVA 113 or Academic Approval Required

DFVA 204 Acting and Directing (3 credits)

Develops students' understanding of the role and responsibilities of a director and their role in helping actors bring characters to life.

Prerequisite(s): DFVA 107

DFVA 208 Media Business Practices (3 credits)

Addresses basic business theory and practices for the media professional, as well as key legal requirements for artistic industries.

Prerequisite(s): None

DFVA 212 Broadcast Graphics I (3 credits)

Students study the nature and attributes of motion and broadcast graphics and learn to generate, select, and manipulate still and motion graphics for broadcast and other media delivery.

Course Prerequisite(s): DFVA 113

DFVA 213 Studio Production (3 credits)

This course focuses on broadcast studio operation, live production, studio management, lighting, crew, and sound. Students will also explore the theoretical basis of the electronics behind the equipment needed for studio production. Students will produce their own studio multi-camera program.

Prerequisite(s): DFVA 202

DFVA 214 Scriptwriting (3 credits)

A presentation of the professional scriptwriting process, from pitching, through treatment, and the development process to final draft.

Prerequisite(s): DFVA 201

DFVA 222 Broadcast Graphics II (3 credits)

Reinforces compositing concepts, techniques and vocabulary acquired in Broadcast Graphics I and introduces more sophisticated tools and techniques.

Course Prerequisite(s): DFVA 212

DFVA 223 Intermediate Audio (3 credits)

Explores the various methods and techniques for digital sound composition and design. Students will focus on using digital sound systems and manipulating sound elements for intended effects in media content.

Course Prerequisite(s): AUDA 101

DFVA 233 Electronic Field Production (3 credits)

Students will learn video field production in two styles: Electronic News Gathering and Electronic Field Production.
Prerequisite(s): DFVA213

DFVA 303 Multi-Camera Production (3 credits)

Students work together as a team to produce in-studio and/or remote multi-camera productions of live performances. Course Prerequisite(s): DFVA 213

DFVA 307 Media Theory and Criticism (3 credits)

Introduce students to the major theories used to analyze various media, including film, television and audio. Course Prerequisite(s): DFVA 205

DFVA 308 Media Delivery Systems and Distribution (3 credits)

Addresses the end part of digital filmmaking and video production—delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationship between delivery systems and distribution methods and evaluate the relative efficiency, cost, and effectiveness of each.

Course Prerequisite(s): DFVA 353

DFVA 313 Sound Design (3 credits)

Explores the various methods and techniques for digital sound composition and design in film and video. Course Prerequisite(s): DFVA 223

DFVA 323 Short Media Production (3 credits)

Discusses short form as a genre of media production and its features in subject matter and style. Students learn to produce short-form news, information, or dramatic content for multiple delivery platforms.

Course Prerequisite(s): DFVA 233

DFVA 332 Senior Project Preparation (3 credits)

Initiates a multi-quarter, comprehensive project which will be integral to students' final portfolios. With department approval, students will employ their cumulative skills to pre-produce a digital film in a chosen genre.

Prerequisite(s): None

DFVA 333 Senior Project Production (3 credits)

This course continues the three-quarter long comprehensive project begun in Senior Project Preparation. Students will employ cumulative skills to produce a significant, sophisticated, digital film in a chosen genre. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

Prerequisite(s): DFVA 332

DFVA 403 Senior Project Post Production (3 credits)

This course concludes the three-quarter long comprehensive project begun in Senior Project Preparation and created in Senior Project Production. Students will employ cumulative skills to post-produce a significant, sophisticated digital film in a chosen genre.

Prerequisite(s): DFVA 333

ECO A 108 Economics (4 credits)

This course introduces the basic topics of major microeconomic and macroeconomic problems.

Prerequisite(s): Academic Approval Required

ENCA 101 English Composition I (4 credits)

The focus of this required course is effective written communication through student mastery of the expository essay form. To this end, a significant amount of class time is spent on writing. The learning process includes discussing, reviewing, and practicing the evolution of main and subordinate ideas, development and structure, rhetorical strategies, organizational approaches, interpretive modes, and essay analysis.

Prerequisite(s): None

ENCA 102 English Composition II (4 credits)

This required course builds upon the student's essay-writing abilities and moves into the realm of the research paper. The student will develop library and electronic media research skills resulting in an integrative, MLA documented, research paper. Additionally, the student will have the opportunity to learn the essentials of the literary analysis paper.

Prerequisite(s): ENCA 101

ENCA 204 Business and Technical Writing (4 credits)

This course concentrates on the analysis and development of business and technical writing skills. It covers the creation process and actual writing of technical manuals, business reports, proposals, and business correspondence.

Prerequisite(s): ENCA 101

ENCA 350 Special Topics (4 credits)

This course covers special topics in literature with a focus on improving literary analysis and critical thinking skills.

Prerequisite(s): ENCA 102

ENGA 201 Creative Writing (4 credits)

In this course students will be introduced to the creative writing formats of workshop, lecture, and individual conference. The class is designed to develop creative writing skills in a variety of genres such as poetry, prose fiction, essay, short play, short screenplay, children's stories, autobiography, etc. Students will read and respond to various texts, produce a portfolio of work, and refine critical thinking skills using peer review and critique.

Prerequisite(s): ENCA102

ENGA 300 Critical Writing in the Arts (4 credits)

This course is an introduction to contemporary critical theories from new criticism to cultural studies as part of the practice of writing about literature and the arts (fine arts, film, fashion, interior design, animation, and so on). The course will explore art criticism as well as various forms of academic and non-academic essays, editorials, articles, and features.

Prerequisite(s): ENCA 102

ENGA 330 English Literature and Writing (4 credits)

This course refines writing skills and focuses on improving analytical and interpretive abilities through a survey of American and English literary traditions, including selected novels, poetry, nonfiction, essays, and plays. Each quarter will focus on a different era, including Victorian, Modern, and Post-Modern literature.

Prerequisite(s): Academic Approval Required

EXTA406 Management Externship (3 credits)

Students observe and participate in the supervisory operation of a successful foodservice business. They apply their professional skills to gain experience in order to enter and become successful in the foodservice business. Emphasis is placed on developing hospitality management skills.

Prerequisite(s): Academic Approval Required

FADA301 Tailoring Techniques I (3 credits)

This course focuses on design room practices of making coats and suits. It includes construction, assembling, and finishes for tailored garments.

Prerequisite(s): FASA273 FASA283

FADA305 Computer Grading/Patternmaking (3 credits)

This course continues the development of pattern making working on basic blocks to generate computerized patterns, digitizing grading and marker making in a technology based environment. The emphasis is on connecting traditional techniques to modern methods, understanding the apparel industry production process.

Prerequisite(s): FADA323

FADA315 Knitwear Design (3 credits)

Students will use their own designs to develop patterns and construct knitwear styles using specialized industrial machines.

Prerequisite(s): FASA273, FASA283

FADA323 Grading, Marking and Cutting (3 credits)

This course continues the development and understanding of pattern making skills with a focus on grading and marker making. Students work from basic sloppers and specs that are graded and placed on different types of markers. Basic spreading and cutting room functions are covered.

Prerequisite(s): FASA273, FASA283

FADA407 Apparel Product Management (3 credits)

Students apply product development and management principles using current industry software. Emphasis is on creating garment information and specifications at different stages of development. Technical style packages are created that are production ready.

Prerequisite(s) FASA125

FADA416 Licensing (3 credits)

Students will be introduced to the production process for licensed products. Taking a product to market, licensing agreements and contracts will be studied.

Prerequisite(s): None

FADA417 Computerized Textile Design (3 credits)

This computer-aided design course will focus on the elements of fabrication and how they relate to total fabric performance. Emphasis is on determining suitable fabric in apparel design. Students will have the opportunity to learn to develop prints and woven patterns with the use of industry specific software developing original prints and patterns within a seamless repeat, and creating a seasonal collection of color coordinate designs.

Prerequisite(s): CGSA 202

FADA420 3D Fashion Design (3 credits)

In this introductory course to 3D garment creation and animation, students will learn the fundamentals of 3D modeling software, including concepts, developing their designs, creating 3D textile manipulations, fittings, creating renders, and animations.

Prerequisite(s): FASA125, FASA273, FASA283

FADA422 Bridal/Evening Wear (3 credits)

In a laboratory setting, students will design and construct apparel appropriate for the Bridal market. Attention is given to special design characteristics and marketing strategies unique to this category.

Prerequisite(s): FASA273, FASA283

FADA424 Portfolio Development (3 credits)

This course will guide students through the process of compiling their work into a final interactive portfolio. It will also stress the importance of professional development and help students complete their initial job search requirements including personal branding.

Prerequisite(s): FADA427

Corequisites: FADA428 and FASA415

FADA427 Haute Couture Techniques (3 credits)

This course will focus on different Couture Sewing Techniques. Students will research techniques and embellishments used in Couture and produce a garment. Emphasis will be placed on; fabric selection, proper cutting techniques, inner construction methods, fitting and finishing details.

Prerequisite(s): FASA273 and FASA283

FADA428 Collection (3 credits)

This course is part of the Capstone Project. Students work simultaneously on their portfolio and their final collection. The collection will focus on the area of design they want to pursue. Emphasis is placed on market research, presentation, development and production of their final collection.

Prerequisite(s): FADA427

FASA104 Public Relations I (3 credits)

Examines the role of public relations, showing the principles, methods and means of influencing public opinion.

Prerequisite(s): None

FASA105 Fashion Design I (3 credits)

Students become aware of how to develop their creative inspirations into imaginative and marketable designs. The course explores the basics of colors, fabrics, and silhouettes. The course is conducted as though the students are actual members of a design team.

Prerequisite(s): FASA 155

FASA 106 Fashion Show Production (3 credits)

In this course, students study the wholesale, retail, video, and television production of fashion shows. The responsibilities of the show director and coordinator are explored as students assist in fashion events, starting with the initial theme and culmination in the actual production. The basics of professional runway and print modeling are examined.

Prerequisite(s): None

FASA108 Management I (3 credits)

Students will have the opportunity to learn basic business management through the examination of business models, case studies and environmental scanning. Techniques and approaches useful in solving management, leadership and motivational issues are also analyzed.

Prerequisite(s): None

FASA113 Construction I (3 credits)

This course introduces students to basic tools and construction techniques used in the fashion industry. The classroom is conducted as a sample room utilizing industrial equipment.

Prerequisite(s): None

Corequisite: FASA133

FASA114 Public Relations II (3 credits)

This course provides the students with hands-on opportunities to produce press releases and other media essential elements along with strategic interpretation and planning skills necessary within the fashion industry. The final project is the production of a comprehensive press kit, which becomes an important part of their portfolio.

Prerequisite(s): BSC104

FASA 116 Visual Merchandising I (3 credits)

In today's retail environment, visual merchandising plays an important role in establishing, promoting and enhancing a store's image, with the purpose of increasing sales. In this course, students develop an understanding of basic visual merchandising theory and concepts essential to developing effective presentations and displays.

Prerequisite(s): None

FASA118 Retail Marketing (3 credits)

In this course, students develop an understanding of most aspects of retail marketing. Theories and concepts are developed as well as analysis of specific issues related to operations.

Prerequisite(s): None

FASA123 Construction II (3 credits)

In this course, students continue to develop an understanding of construction techniques. Projects are assigned to refine those skills.

Prerequisite(s): FASA113

Corequisite: FASA143

FASA125 Fashion Design II (3 credits)

This course emphasizes the skills and talents required to become a creative and successful designer. Students are taught the intricate interrelationship between fabrics, colors, and designs with focus on obtaining the necessary foundation to develop a collection of garments.

Prerequisite(s): FASA105, FASA135, CGSA 202

FASA126 Visual Merchandising III (3 credits)

This course depends upon student participation in class, and in groups, where they learn how to work together successfully as a team. In addition, basic aesthetic and organization of portfolio design are covered for future development. The course culminates in the planning and installation of a fashion window based on fashion trends.

Prerequisite(s): FASA224

FASA128 Sales Promotion I (3 credits)

This course introduces students to all the elements of the marketing mix and enhances the ability to promote and sell products and services.

Prerequisite(s): None

FASA133 Patternmaking and Draping I (3 credits)

This course is an introduction to basic patternmaking methods, tools and terminology used in the fashion industry. Students will gain an understanding of drafting, flat pattern and draping techniques.

Prerequisite(s): None

Corequisites: FASA113

FASA135 Fashion Illustration II (3 credits)

In this advanced course of fashion illustration, students will further their knowledge of the female fashion figure as well as other types of croquis like, male and children. This course will go through different fabrics, from textures to prints. Students will also explore the different marker techniques as well as the development of composition.

Prerequisite(s): FASA 155

FASA138 Sales Promotion II (3 credits)

This course further develops and identifies the ultimate promotional objectives and the functionality and implementation of the marketing mix.

Prerequisite(s): FASA128

FASA143 Patternmaking and Draping II (3 credits)

This course continues the development of patternmaking and draping skills as more advanced techniques are introduced.

Prerequisite(s): FASA133

Corequisites: FASA123

FASA 145 Fashion Trends I (3 credits)

In this course the student studies the past and current designers who have made a mark on the fashion industry. The current fashion trends are studied and followed from the fashion capitals of the world. Emphasis is given to the trade trend reporting services as well as fashion newsletters and videos of the market shows. There is participation in fashion activities through this class.

Prerequisite(s): None

FASA148 Management II (3 credits)

This course will develop management and leadership skills that are necessary to manage a workforce. Major topic areas include the following: organizational skills, delegation, communication, goal setting, measurement and evaluation of performance, stress management, finance and training.

Prerequisite(s): FASA108

FASA 155 Fashion Illustration I (3 credits)

In this introductory course to fashion drawing for design students, the student will have the opportunity to learn to develop a croqui or a fashion figure. The student will have the opportunity to learn how to properly dress the figure utilizing the style lines and begin to use markers as a technique to color their designs with the proper properties of light and shadows.

Prerequisite(s): None

FASA 158 International Retailing (3 credits)

This course teaches the students to explore the global retail industry. Emphasis is placed on foreign markets and how they are affected by the sociological, economic and cultural differences. Current analysis and case studies are used to develop critical thinking skills

Prerequisite(s): None

FASA160 Sustainable Textiles (3 credits)

This course will explore all stages of the environmental textile development. Textile industry has become eco-friendlier with fibers, yarns/fabrics, dyeing/printing, finishing, care of products and recycling programs. To understand the impact of textiles on the environment. Comprehend the efforts of textile industry to be eco-friendly. Realize the pros and cons of an environmentally conscious marketplace. Understand how products are made using fewer natural resource, resource conservation reduces pollution and conservation of water.

Prerequisite(s): None

FASA203 Patternmaking and Draping III (3 credits)

Students are introduced to patternmaking and draping methods for sleeves, collars and tailored jackets.

Prerequisite(s): FASA143

Corequisites: FASA223

FASA205 Fashion Design III (3 credits)

Students will combine and develop their creative ideas into designs that are marketable and sellable. Students will use current terminology and technology. Students will apply the necessary foundation to develop a collection and be successful designers.
Prerequisite(s): FASA125 and FASA225

FASA206 Styling I (3 credits)

Students will have the opportunity to learn the fundamentals of fashion styling including editorial styling, retail styling and personal shopping. Terminology, composition, and editorials are also examined.
Prerequisite(s): None

FASA208 Advertising for Fashion II (3 credits)

In addition to building upon the advertising fundamentals, this course will challenge the student's comprehension of lessons learned in previous advertising chapters and other marketing communication disciplines through immersion in a real life agency situation. A comprehensive project allows students to demonstrate their individual, creative, critical thinking, management and marketing skills.
Prerequisite(s): FASA258

FASA215 History of Fashion I (3 credits)

This course traces the evolution of garments and accessories from prehistoric times to the modern era. Special emphasis is placed on awareness and understanding of the aesthetic, religious, sociological and geographical reasons for the various body adornments as well as how clothing and accessories from previous times reappear in adapted versions in later times.
Prerequisite(s): None

FASA216 Styling II (3 credits)

This advanced course examines photo styling by observing the roles and responsibilities of assistants and stylists, from shopping and prepping merchandise to actual photo layouts based on a fashion storyline. The student will also be able to build a strong marketable styling portfolio.
Prerequisite(s): FASA206

FASA218 Fashion Buying for Design (3 credits)

This course focuses on a practical understanding of the current retail environment, the needs of fashion buyers and their target customers. Students will view designs from a buyer's perspective by learning their numerical planning and pricing techniques. They will price their own designs based on industry markup principles and target market research.
Prerequisite(s): MATA 101 or MATA 115

FASA220 Digital Store Planning (3 credits)

In this course students will apply the basic concepts of design to create effective displays. Students gain insight into the basics of digital store planning and analyzing actual floor plans and symbols. In addition, they focus on developing a visual presentation for a new product.
Prerequisite(s): FASA 116

FASA223 Construction III (3 credits)

This is an introductory course to tailoring techniques used in the fashion industry.
Prerequisite(s): FASA123
Corequisites: FASA203

FASA224 Visual Merchandising II (3 credits)

This course will afford students the opportunity to work together as a team. In addition, students will explore the basic aesthetic and organization of portfolio design. The course culminates in the planning and installation of a fashion window based on fashion trends.
Prerequisite(s): FASA 116

FASA225 Fashion Illustration III (3 credits)

Using all the techniques taught in Fashion Illustration I and II, the students will explore the use of different mediums, like charcoal, and gouache, as they develop different styles and techniques in illustrating the fashion figure. The students will also draw croquis, paying close attention to the interplay between body movement, fabric, and lighting, while taking into consideration composition.

Prerequisite(s): FASA125 and FASA135

FASA228 Fashion Buying I (3 credits)

In this course, students will develop an understanding of the creative and analytical abilities that successful buyers need through “real world” projects focusing on visual perception, aesthetics, basic retail math and the market research needed to target and satisfy fashion customer needs.

Prerequisite(s): MATA 115 and CGSA 202 or Academic Approval Required

FASA229 Portfolio (3 credits)

In this course students develop a professional portfolio with their projects concentrating on their career goals. Working individually with their instructor they focus on their strengths and work on their presentations that will be used for interviews in the fashion industry. They will prepare a current and professional resume along with interview techniques and job research. The final work will be critiqued by industry and faculty professionals.

Prerequisites: FASA216 and FASA224

Corequisite: FASA248

FASA233 Construction IV (3 credits)

Sewing techniques used in the couture industry are introduced to the students. Garment construction standards with strong emphasis on detail in hand stitches, finishes, embellishments and fit are stressed.

Prerequisite(s): FASA223

Co-requisites (s): FASA234

FASA234 Patternmaking and Draping IV (3 credits)

In this course, students further enhance their competency in the creation of patterns using couture techniques.

Working with their project in their Construction IV class, they perfect their couture design

Prerequisite(s): FASA203

Corequisites: FASA233

FASA235 History of Fashion II (3 credits)

Students study the development of clothing from ancient times to modern, and the silhouette reflected through the eyes of the designer.

Prerequisite(s): FASA215

FASA238 Business Policy I (3 credits)

This course provides students with the concepts and fundamentals needed in today's global business environment. It stimulates strategic thinking related to the fundamentals of decision making and the generation of desired outcomes

Prerequisite(s): None

FASA244 Fabrics and Textiles (3 credits)

This course continues the study of fabric construction techniques and designs. Students will research current fabric trends and study which fabrics are best suited for particular styles.

Prerequisite(s): None

FASA 245 Fashion Trends II (3 credits)

This is an in-depth study of fashion terminology, videos and trend reports, enabling the student to acquire the skills and knowledge needed to become competent in adapting these trends and the correct terminology to the retail world. Focus is also placed on developing good presentation skills, both oral and visual.

Prerequisite(s): FASA 145

FASA248 Fashion Buying II (3 credits)

The emphasis of this course is on further implementation of buying skills that include predicting, planning, purchasing and promoting the student's choice of fashion merchandise

Prerequisite(s): FASA228, FASA216, and FASA224

Corequisite: FASA229

FASA250 Special Topics in Fashion (3 credits)

Students select a subject based on the current trends in the fashion business and develop a project of substantial scope. This project will be used for portfolios and contests when available. Topics decided upon by faculty will vary within the area of study.

Prerequisite(s): None

FASA255 Fashion Trends III (3 credits)

This course implements fashion knowledge of color, silhouettes and fabric trends. It simulates the business of trend forecasting as a company using the aspects of trend research to formulate and forecast future global trends.

Prerequisite(s): FASA 245

FASA256 Menswear Design (3 credits)

Introduces the students to the many processes involved in the design of menswear. Students develop and use their knowledge gained in Patternmaking and Construction to complete their final garment focused on current trends.

Prerequisite(s): FASA273, FASA283

FASA258 Advertising for Fashion I (3 credits)

This course provides the student with a fundamental understanding of advertising as a dynamic business and communication process including the role it fulfills within a firm's overall marketing and communications programs. Advertising research methodologies and creative development processes are examined and applied toward the development of a final fashion directed project.

Prerequisite(s): None

FASA263 Computerized Patternmaking (3 credits)

This course introduces the student to computerized patternmaking software and hardware used in the Fashion Industry. Emphasis will be in the use of different menus and its options to manipulate and create patterns.

Prerequisite(s): FASA203

FASA273 Advanced Patternmaking and Draping (3 credits)

In this course, students apply the knowledge gained during their previous courses in patternmaking and draping to create an original design.

Prerequisite(s): FASA234

Corequisites: FASA283

FASA283 Advanced Construction (3 credits)

Each student is required to use their own design idea to complete a garment. Emphasis will be placed on the fit and production of a garment using industry standards.

Prerequisite(s): FASA233

Co-requisites: FASA273

FASA415 Internship (3 credits)

Students will work with industry professionals to acquire practical work experience within their field of interest. Emphasis is placed on completing work projects with professionalism and the importance of ethical standards.

Prerequisite(s): FADA227 or Academic Approval Required

Corequisites: FADA428 and FADA424 or Academic Approval Required

FIN321 Financial Management (3 credits)

In this course, the students develop a working knowledge of the current theories, issues and challenges involved with financial management. Students are introduced to the tools and skills that financial managers use in effective decision making. Topics include budgeting, cash management, cost concepts and behavior, investment analysis, borrowing funds, and financial forecasting.

Prerequisite(s): MATA 101 or MATA 115

FMDA302 Product Development I (3 credits)

This course introduces the concepts and methods of the product development process. It follows a branded or private label product line from concept to production and into product placement. Students will begin to develop products from industries that include apparel, accessories, home, and the beauty industry.

Prerequisite(s): None

FMDA305 Fashion and Luxury Brand Management (3 credits)

This course introduces students to key concepts and principles of luxury brand management. It will provide students with an understanding of the fundamentals of the luxury industry, including marketing strategy, branding, and retailing.

Prerequisite(s): None

FMDA308 Electronic and Direct Marketing (3 credits)

The course presents a comprehensive overview of direct marketing for the fashion industry. Emphasis is placed on the strategic planning skills needed to merchandise, target, test and analyze results of traditional and electronic methodology. Students are then required to create a direct marketing campaign.

Prerequisite(s): None

FMDA318 Introduction to Cosmetics and Fragrance (3 credits)

This course gives students an overview of the cosmetics and fragrance industries. Students will become familiar with manufacturers, marketing strategies, trade associations and trade publications. Students will have the opportunity to learn the terminology, product knowledge and application techniques in retail. This course provides an outlook on all opportunities in the cosmetics and fragrance fields.

Prerequisite(s): None

FMDA350 Digital and Print Media (3 credits)

This course focuses on learning about the internal operations and production of fashion magazines. Students will examine traditional and electronic magazine composition, photoshoots, and marketing techniques, along with an examination of the ethical and legal issues associated with publishing.

Prerequisite(s): None

FMDA351 Fashion Omnichannel and E-Commerce (3 credits)

This course draws on the technology used in the fashion industry such as mobile commerce, management technology, internet marketing, online processing and the creative outlets used in the electronic to buy and sell merchandise. Explore various metrics and analytics tools for tracking the social and consumer behaviors of online visitors. Students will apply these tools by selecting appropriate key performance indicators for a campaign, identifying and responding to trends in real time, and generating and evaluating reports to determine campaign success. Students will formulate appropriate recommendations and data-driven decisions to optimize online activities.

Prerequisite(s): None

FMDA402 Product Development II (3 credits)

Students will further apply product development knowledge to develop a branded or private label product from concept to production and into retail placement.

Prerequisite(s): FMDA302

FMDA403 Social Media and E-Marketing (3 credits)

This course will introduce students to the fundamentals of social media marketing in a fashion context. Students will explore practical strategies used by social media platforms to increase brand awareness. Learn how to use this media productively, and have a framework for understanding and evaluating social media platforms.

Prerequisite(s): None

FMDA404 Effective Communication for Fashion (3 credits)

This course provides the student with the framework to develop and enhance their own style of public speaking in the fashion industry. Students will prepare and deliver persuasive speeches by examining idea selection, content organization, word choice, voice inflection, body language and audience analysis.

Prerequisite(s): COMA 112 and ENCA 102

FMDA406 Success Seminar (3 credits)

This course focuses on professionalism in the fashion industry. A professional resume and merchandising portfolio are developed and presented. Students also explore current career opportunities and prepare for interviews

Prerequisite(s): FASA229

FMDA 105 Design Fundamentals (3 credits)

This introductory course will explore the principles of design, and introduce and develop the creative process. Design elements and relationships will be identified and employed to establish a basis for aesthetic sensitivity and critical analysis. Design will be presented as a tool of communication.

Prerequisite(s): None

FMDA 110 Observational Drawing (3 credits)

This course involves the observation and translation of three-dimensional form into two-dimensional drawings. Starting with simple shapes and progressing to more complex organic forms, students will build skill levels in composition and line quality through the use of tone light and shadow.

Prerequisite(s): None

FMDA 120 Perspective Drawing (3 credits)

This course is a fundamental drawing course where the students will explore various art and media and learn to use a variety of drawing tools with an emphasis on perspective. Students will draw three-dimensional objects in one-, two-, and three-point perspective.

Prerequisite(s): None

FMDA 135 Image Manipulation (3 credits)

In this introduction to raster-based digital image manipulation, students become acquainted with the concepts, hardware, and software, related to digital image acquisition, image editing, manipulation, color management basics, masking, layering, retouching, scanning and output.

Prerequisite(s): None

FMDA 150 Digital Color Theory (3 credits)

Introduction to the principles of color and an exploration of color theory as it relates to media.

Prerequisite(s): None

GADA202 Game Design and Game Play (3 credits)

A well-designed game is an integration of artistic and technological components that must have a clearly defined goal, set of game criteria and rules for game play. Students learn the fundamentals of what makes a game enjoyable, playable, challenging, and marketable by creating a game document.

Prerequisite(s): SVMA101

GADA203 Texture Mapping for Games (3 credits)

In this class students will be introduced to the process of creating and working with textures for the game genre. Advanced image manipulation techniques will be learned and applied here. Introduction to a shading network as it applies in a 3D Software package will be explored.

Prerequisite(s): FNDA 135

GADA205 Concept Design and Illustration (3 credits)

This course focuses on concept art for games. Students explore the concept design and development process to create several drawings from thumbnail sketches to fully rendered images.

Prerequisite(s): MAAA 202

GADA212 Level Design (3 credits)

Building on concepts from previous courses, students analyze and extract level design needs. Students develop early-stage block tests through finished level.

Prerequisite(s): GADA202

GADA213 Game Modeling (3 credits)

In this course students will create 3D models for use in a real time environment, emphasizing game specific techniques using industry-standard 3D software.

Prerequisite(s): MAAA 213

GADA222 Advanced Level Design (3 credits)

In this course students create advanced level designs using complex assets including: scripts, environments, characters, audio, artificial intelligence, flow, interaction, and game optimization techniques.

Prerequisite(s): GADA212

GADA223 Advanced Hard Surface and Organic Modeling (3 credits)

This course explores advanced modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects.

Prerequisite(s): MAAA 223

GADA233 Material and Lighting for Games (3 credits)

In this course students will apply a variety of engine-based lighting and texturing techniques. Lighting for characters and environments will be explored.

Prerequisite(s): MAAA 243

GADA 243 Programming for Artists (3 credits)

This course introduces basic scripting to extend the capabilities of the artist working in a game engine. Students will be introduced to data structures, constructs, methods, classes, and high level scripting languages as it relates to game development. Functional video game components will be produced utilizing a scripting language.

Prerequisite(s): MAAA 232

GADA253 Environmental Modeling (3 credits)

In this course students will create 3D environments for game integration. Topics in this course will include principles of lighting, architectural elements and using industry standard techniques for asset creation.

Prerequisite(s): MAAA 243

GADA302 Mobile and Social Game Design (3 credits)

Students will learn to create custom solutions for content delivery on mobile devices by developing web application and device application user interface tools optimized for delivery on mobile devices. Students will work in class with mobile devices to learn needs and restrictions of designing for mobile devices as well as test student-designed interfaces.

Prerequisite(s): GADA 243

GADA303 Game Prototyping (3 credits)

In this course, students will perform individually or as members of a team to create functional game projects within an existing engine. Industry standard tools will be used for rapid prototyping of various electronic game genres.

Prerequisite(s): GADA212

GADA 312 Game Animation (3 credits)

Students explore game specific animation and how it is applied in interactive environments. This course will also evaluate creative solutions to handle limitations unique to individual game engines.

Prerequisite(s): MAAA 232

GADA313 Advanced Game Prototyping (3 credits)

In this course, students will perform as members of a team to create a game level within an existing engine. Students will continue to develop a project that began in the Game Prototyping class. The course will conclude with the delivery of a complete project. Students will present game and associated marketing materials.

Prerequisite(s): GADA212

GADA314 Team Production Planning (3 credits)

In this course students research a Game Art & Design topic and begin the pre-production process for their game projects. The emphasis is on quantitative and qualitative research, scheduling of the project using milestones, methods of presentation, and qualitative results. Students will gather reference, generate concept art, grey box models and game document.

Prerequisite(s): GADA222

GADA323 Team Production I (3 credits)

This course will build upon the Team Project Planning course. Students will assume a specific role on the production team and, acting in a professional capacity, ensure that the game project is completed by deadline. Teams of students will create and refine the game production document, level designs, basic 2D art and 3D models to be combined into a playable Game Demo in Production Team II.

Prerequisite(s): GADA314

GADA403 Team Production II (3 credits)

This course will build upon the Team Production I course. Students will maintain their role on the production team and, acting in a professional capacity, ensure that the game project is completed. Teams of students will complete the game and all ancillary materials. Post-mortem will be presented upon conclusion of the course and students will create a personal archive of assets.

Prerequisite(s): GADA323

GWDA 101 Applications and Industry (3 credits)

This course focuses on web design and graphic design applications, tools, and industry practices. This includes file management practices, basics of markup language and styling. Students will be introduced to illustration and image manipulation software relevant to the web design and graphic design industries.

Prerequisite(s): None

GWDA 102 Rapid Visualization (3 credits)

This course introduces the philosophy behind illustration, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas. It also highlights the uses of illustration in the graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and function.

Prerequisite(s): FNDA 110

GWDA 103 Digital Illustration (3 credits)

This course advances the students understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design; students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

Prerequisite(s): None

GWDA 105 Concept Design (3 credits)

This course will emphasize the conceptualization process of design and its function in solving given problems. The student will use creative problem solving and research techniques, specifically: problem identification, analysis, brainstorming and idea refinement.

Prerequisite(s): GWDA 111

GWDA 111 Introduction to Layout Design (3 credits)

This class will concentrate on utilizing design principles and theories in problem solving, focusing on the importance of layout composition. Emphasis will be on the process of design development from thumbnails to comprehensives, layout, and the use of grid systems for multi-component layouts.

Prerequisite(s): None

GWDA 112 Typography – Traditional (3 credits)

This course is an introduction of lettering skills and the history and foundation of letterforms. The placement of display and text type in a formatted space, and the relationship between the appearance and readability of letterforms, are also studied. Students will work in a traditional context of hand-rendering type and also be introduced to contemporary typesetting technology.

Prerequisite(s): None

GWDA 122 Typography – Hierarchy (3 credits)

This course is a continuation of the study of traditional typography. Exercises and projects focus on the hierarchical qualities of typography. The development of marketable, original, and creative problem solving solutions will also be examined with an emphasis on creative techniques. Industry standard software will be used in the development of digital typography and hierarchal skills.

Prerequisite(s): GWDA 112

GWDA 123 Programming Logic (3 credits)

Students acquire basic programming skills needed to design, develop, and produce practical applications with a specific scripting or programming language. The course addresses sound programming practices, structured logic, and object-oriented concepts, including methods, properties, events, and handlers.

Prerequisite(s): None

GWDA 132 Information Architecture (3 credits)

This course is an introduction to the concepts and processes of planning interactive projects that solve business and user needs. Students research users, goals, competition, and content, and develop the navigation structure. They also explore process flow, layouts and labeling systems that best address these needs. They prepare and present a professional information architecture proposal.

Prerequisite(s): GWDA 101 or GWDA 103

GWDA 133 Fundamentals of Web Design (3 credits)

An introduction to the terms, technologies, trends and best practices of the interactive design industry. Student design, develop, and upload a simple web site using HTML and basis CSS. The importance of writing valid and semantic code is emphasized. Basic web site production stages and requirements such as naming conventions, file organization, project development life cycle, and image optimization are also covered.

Prerequisite(s): None

GWDA 201 Audio and Video (3 credits)

Students will develop editing skills while communicating messages and telling stories through the introduction of various media and technology. Examining the latest advances in audio and video, computer graphics, special effects, editing, and the important role these new technologies play in digital video production will be employed.

Prerequisite(s): None

GWDA 202 Interface Design (3 credits)

An exploration of the synthesis of visual and information design principles. This course will examine the conceptual and practical design of interfaces. Students discuss interface design heuristics and user interface patterns and explain their importance. The components of the interface design process such as sketches, mood boards, wireframes, visual comprehensives, and prototypes are executed.

Prerequisite(s): GWDA 222 or GWDA 133 and GWDA 111

GWDA 203 Pre-Press and Production (3 credits)

This course prepares students in the electronic preparation of simple designs. Image reproduction, color specification, file preparation procedures, and binding and finishing techniques will be explored. Discussion of various printing processes and paper selections are covered in this class.

Prerequisite(s): GWDA 111

GWDA 204 Introduction to Writing for Interactive Media (3 credits)

This course covers the process of copywriting for interactive media. Students explore the role of the writer as an individual or as a member of the creative team.

Prerequisite(s): None

GWDA 208 Advanced Image Manipulation (3 credits)

This course is designed to further enhance the skills acquired in previous image manipulation and technology-based classes. Emphasis will be placed on advanced applications and the appropriate selection of variables for the required task. Integration of programs to achieve a required product will also be emphasized.

Prerequisite(s): FNDA 135

GWDA 209 Portfolio I (3 credits)

This course prepares students for the transition to the professional world. This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

Prerequisite(s): Academic Approval Required

GWDA 212 Typography - Expressive and Experimental (3 credits)

Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.

Prerequisite(s): GWDA 122

GWDA 213 Timeline Animation and Interaction (3 credits)

Use timeline animation in the development of interactive interfaces and experiences. Concept development and storyboarding will be explored. Designing and delivering low-bandwidth animations, presentations, and web sites will be explored, as well as, basic scripting capabilities. The course covers design, standards, procedures, and delivery. Emphasis is placed on industry standards, ensuring compatibility (browser/ platform), and developing a complete product from concept to delivery.

Prerequisite(s): FNDA 135

GWDA 222 Intermediate Layout Design (3 credits)

This advanced layout course enhances and reflects skills developed in fundamental design courses. Critical analysis will be applied through the usage of type and layout to create clear, communicative design. Portfolio quality projects will be developed as part of the process.

Prerequisite(s): GWDA 111

GWDA 224 Advanced Digital Illustration (3 credits)

Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography. Deadlines and professional presentation will be stressed throughout the course.

Prerequisite(s): FNDA 135

GWDA 232 Form and Space (3 credits)

Form and Space involves the formal understanding and manipulation of the basic-organizing principals of the 3 dimensional worlds. Point, line, plane, mass, volume, density and form are discussed. Students learn to create and discuss 3-D situations using basic hand tools and readily available materials. Form and Space also involves the relationship of perceptual issues to manipulate the 3-D situation.

Prerequisite(s): None

GWDA 243 Object Oriented Scripting (3 credits)

Students will be introduced to JavaScript utilizing the Document Object Model. Refining and enhanced programming skills will be employed. The student gains experience developing advanced applications using specific computer languages.

Prerequisite(s): GWDA 273

Note: Students in the BFA in Graphic & Web Design may take this course as a corequisite.

GWDA 252 Advanced Layout Design (3 credits)

This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software.

Prerequisite(s): GWDA 222

GWDA 253 Authoring for Interaction (3 credits)

Students combine experience in design concepts with advanced programming solutions. Emphasis placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

Prerequisite(s): None

GWDA 262 Package Design (3 credits)

Exploration of the design process in package design and the challenges of adapting 2D designs to 3D forms, both simple and complex. Projects will explore materials, structure, aesthetics, production methods, marketing objectives and budgetary constraints.

Prerequisite(s): GWDA 203

GWDA 263 Web Standards (3 credits)

An investigation into the importance of adhering to web standards and following accessibility guidelines. Students gain an understanding of how these best practices enable inclusive designs that address diverse user needs, contribute to improved Search Engine Optimization, and meet legal requirements such as Section 508. Students code and test sites for cross-browser compatibility, valid markup, and compliance with accessibility guidelines.

Prerequisite(s): GWDA 133

GWDA 272 Corporate Identity (3 credits)

Students will investigate the use of corporate design and identity for branding. Further exploration of corporate id as a branding tool in advertising, marketing and social media will be employed. Comprehensive corporate identity systems, as well as, additional business collateral and a Graphic Standards Manual will be developed.

Prerequisites: GWDA 282 or Academic Approval Required

GWDA 273 Intermediate Web Design (3 credits)

Students expand their prior knowledge of HTML and CSS by learning additional methods for structuring and styling web page content. The ability to style multi-column layouts and various interface components is explored. Students participate in visual design critiques, evaluate the designs and code of existing websites, and use CSS to visually design the presentation of HTML content.

Prerequisite(s): GWDA 133

GWDA 282 Collateral Design (3 credits)

The role that collateral design plays in the support of advertising campaigns is introduced and developed. Students explore various collateral design techniques, direct mail, business-to-business, business-to-consumer, non-profit, trade, and social media. The process of multiple-presentation techniques and media formats are emphasized.

Prerequisite(s): GWDA 252

GWDA 283 Advanced Web Design (3 credits)

An exploration of advanced methods for styling websites and creating page layouts. This course will examine the practical application of styling web page content, understanding cross-browser compatibility, and creating designs that display effectively on various devices.

Prerequisite(s): GWDA 273

GWDA 302 Information Design (3 credits)

In this course we will explore the role of visual communication design (graphic design) in communicating information in visual form. Emphasis is placed on competency in research, production, and presentation of advanced-level projects that encompass the use of information design in graphic visual communication.

Prerequisite(s): GWDA 133, GWDA 202 and

GWDA 305 Art Direction (3 credits)

This course will examine the role of the art director in producing multi-faceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students' leadership, communications and negotiation skills.

Prerequisite(s): ADVA209 or Academic Approval Required

GWDA 308 Business of Graphic Design (3 credits)

This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into a media and design profession. Concepts of professionalism, expected business needs, an understanding of self-marketing, proposals and project management, and intellectual property and contractual issues will be addressed.

Prerequisite(s): ENCA102 and GWDA209 or Academic Approval Required

GWDA 313 Emerging Technologies (3 credits)

An examination of concepts and methodologies used in emerging technology. Students will research technical requirements for implementing the emerging technology and also discuss the potential impact on technological, social, and cultural change. A prototype and/or interactive marketing campaign will be produced to demonstrate understanding of the emerging technology.

Prerequisite(s): GWDA 213

GWDA 317 Interactive Communication Planning and Research (3 credits)

This course covers real-world pre-production methods and research for interactive media. Emphasis is on content research, assessing client needs, pre-production assets, and planning of advanced interactive communication publications.

Prerequisite(s): GWDA 204

GWDA 318 Interactive Industry and Business Operations (3 credits)

This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into an interactive media and design profession.

Prerequisite(s): None

GWDA 323 Design Team Pre-Production (3 credits)

Real-world web pre-production through small teams is examined. Assessing client needs, pre-production assets, project management, and communication will be emphasized. Students will work in production groups to examine business problems and must determine the source problem, ascertain a working solution and implement a functional model complete with proposals, design, technical, and quality assurance documentation.

Prerequisite(s): GWDA 372 or GWDA 305 and GWDA 209 or Academic Approval Required

GWDA 372 Content Management Systems (3 credits)

Using an open source database program (MySQL), students practice the theory of database design by normalizing data, defining integrity relationships, and creating tables. Students also develop forms, reports, and search queries (MySQL) as they learn how to manage and manipulate data within a database.

Prerequisite(s): None

GWDA 382 Design for Mobile Devices (3 credits)

Students will learn to create custom solutions for content delivery on mobile devices by developing web application and device application user interface tools optimized for delivery on mobile devices. Students will work in class with mobile devices to learn needs, restrictions of designing for mobile devices as well as test student-designed interfaces.

Prerequisite(s): GWDA 202 and GWDA 273 or Academic Approval Required

GWDA 405 Internship (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate.

Prerequisite(s): Academic Approval Required

GWDA 407 Interactive Communication Usability and Prototyping (3 credits)

Students design, prototype, and analyze effectiveness and usability of interactive projects.

Prerequisite(s): GWDA 317

GWDA 409 Graphic Design Capstone (3 credits)

Students in this course present a comprehensive understanding of their academic experience. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation.

Prerequisite(s): None

GWDA412 Mixed Media (3 credits)

In this course, students translate narrative content into visual imagery through illustrative and graphical solutions that explore mixed media. Further development into digital media will be initiated to create a tra-digital (traditional and digital design) composition conveying a message to a designated target audience.

Prerequisite(s): GWDA 102

GWDA 413 Design Team Production (3 credits)

A continuation of Design Team- Pre-Production. Real-world web production and delivery through small teams is further explored. Emphasis on assessing client needs, utilizing pre-production assets, production scripting, as well as, project management, and communication. The application and implementation of business, design and programming skills students have acquired will be demonstrated. Design solutions appropriate to a targeted market will be emphasized. Critical analysis, problem identification, and idea refinement/implementation will be the focus in producing a portfolio quality project.

Prerequisite(s): GWDA 323

GWDA 420 Portfolio II (3 credits)

This course aims to prepare students to seek entry-level employment within the industry upon graduation by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

Prerequisite(s): GWDA 209 and Academic Approval Required

GWDA 453 Interactive Communication Development and Delivery (3 credits)

Students individually develop, market, and present an advanced interactive digital publication.

Prerequisite(s): GWDA 407

GWDA 460 Special Topics in Graphic Design I (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

GWDA 461 Special Topics in Graphic Design II (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

HISA 101 Ancient World History (4 credits)

This course is an introductory survey of world history from the Paleolithic era to the advent of Christianity. This course focuses on those civilizations that have most influenced human history, including those of Egypt, Greece, Rome, India, and China.

Prerequisite(s): None

HISA 201 Modern World History (4 credits)

This course covers the period from the Sixteenth Century to the present, and explores the major movements, historical events, and trends of each era with an emphasis on the effects empires, colonialism and imperialism have had on the modern world.

Prerequisite(s): None

HISA 206 American History to 1865 (4 credits)

This is an introductory course on American history, covering early American history from the discovery of the Americas through the Civil War, including the philosophical and constitutional foundations of American government.

Prerequisite(s): None

HISA 208 United States History from Civil War to Present (4 credits)

This course is a survey of the history of the United States from the end of the Civil War to the modern era.

Prerequisite(s): None

HOS350 Introduction to Hospitality (3 credits)

This course represents an introduction to the organization and structure of hotel, restaurants, and clubs. Students will also be introduced to the importance of industry contacts, resume writing, time management, and will perform a hospitality occupational interview. The student will receive an overview pertaining to forces that shape the hospitality industry, tourism, destinations, and how they interact with the hospitality industry, related businesses that serve the traveler, how services affect the industry, managing and working in the international market, and what the future holds for the industry.

Prerequisite(s): None

HSIA 132 Nutrition Science (4 credits)

This course centers on an explanation of the basic principles of nutrition and their relationship to health. The structure, functions, and source of nutrients – including proteins, carbohydrates, fats, vitamins, minerals, and water are discussed. Current issues in nutrition are reviewed, including dietary guidelines, energy balance, vitamin supplements, and food fads.

Prerequisite(s): None

HUMA 125 History of Media (4 credits)

Focuses on the history of film and media, with the goal of delivering a clear outline and analysis of its key developments and innovations.

Prerequisite(s): None

HUMA 202 Contemporary World (4 credits)

This course reviews how various civilizations relate to each other based on international and domestic statuses, explores how earlier major events impacted various regions across Europe, Asia, North America and Africa, and reviews how technological developments have influenced the cultures of these areas, starting from the 1950s and ending in the 2000s. The course will concentrate on cultural, social and political factors related to the Eastern and Western hemispheres and introduce the concept of 'globalization' and its impact on the world.

Prerequisite(s): None

HUMA207 World Prospects and Issues (4 credits)

This course introduces the study of various global problems and solutions. The course sheds light on the concepts of state, nation state, and society; tensions between East and West or developed and underdeveloped areas; the new economic order; and the transition from the Modern to Post-Modern eras.

Prerequisite(s): None

HUMA210 The Emancipation of Slaves Through Music (4 Credits)

This course explores the liberating effects of music on an oppressed people. It takes us on a journey starting with slavery, then following the power and influence of African music and its importance in the current entertainment industry.

Prerequisite(s): ENCA 101

HUMA250 Introduction to Popular Culture (4 credits)

This course is an in-depth study of a special area of interest in Humanities.

Prerequisite(s): None

ILDA120 Fundamentals of Painting (3 credits)

This beginning painting class is designed to introduce the painting medium as a means of recreating three-dimensional space on a two-dimensional surface. Accuracy and objective analysis of color, drawing, and composition are paramount. The class will emphasize technical painting processes.

Prerequisite(s): None

ILDA130 Illustration (3 credits)

This course introduces students to the basic principles of Illustration, exploring various methods and functions. Students learn the role of Illustration in the design process and apply that knowledge to their projects.

Prerequisite(s): None

ILDA230 Specialty Illustration (3 credits)

This introductory course focuses on the fundamental conceptual skills inherent in computer programming. These skills include: essentials of algorithmic problem definition and problem solving, core programming concepts, and procedural programming practices. Intended as a first-step to more sophisticated programming instruction, the course takes a visual and creative approach to exposing the student to the abstract and often confusing aspects of interactive program design.

Prerequisite(s): ILDA130

ILDA300 Digital Illustration (3 credits)

This course builds on computer illustration and drawing skills. Students create digital illustrations using both vector and raster based programs. Emphasis will be placed on process, tools and techniques, and value and color management for print and digital media.

Prerequisites: ILDA130

ILDA303 History of Illustration (3 credits)

This course will cover the history of illustration, from the earliest examples of human pictorial communication to current trends. The cyclic nature of visual style will be explored as well as the evolution of illustration as an embellishment and extension of verbal language.

Prerequisites: ENCA 101

ILDA311 ADVANCED DRAWING (3 credits)

This course will continue to develop skills in drawing and rendering techniques, explore Illustration concepts and use various diverse media. Students are encouraged to begin developing an individual style.

Prerequisite(s): MAAA 102

ILDA321 PAINTING FOR ILLUSTRATION (3 credits)

Students learn the methods and techniques for painting illustrations. Emphasis is placed on drawing from reference material, creating an under painting, and layering washes and glazes to produce value, color, and depth.

Prerequisite(s): ILDA130

ILDA325 BUSINESS OF ILLUSTRATION (3 credits)

Students will study the business side of illustration, from starting a freelance business, to preparing taxes as an independent contractor. This course will cover all of the illustration markets, how to create a list of contacts to generate work, avenues for self-promotion, and marketing a business, copyright issues and liabilities illustrators face, and the business practices of being an illustrator. Students are exposed to the resources available for illustrators concerning legal issues, contracts, negotiating, networking, and marketing.

Prerequisite(s): ENCA 101

ILDA340 EDITORIAL ILLUSTRATION (3 credits)

In this course, students translate text into visual images and concepts and apply illustrative solutions to design formats and page layouts. Students use research and personal references, along with an exploration of appropriate media, imagery, and style, to support the interpretation of the author's message.

Prerequisite(s): ILDA130

ILDA345 STORYBOARDING FOR ILLUSTRATION (3 credits)

With a focus on applying industry-standard storyboarding and scripting techniques to media production, students explore various purposes and formats of storyboards, the basic terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script.

Prerequisite(s): ILDA400

ILDA350 PRODUCT and LICENSED ILLUSTRATION (3 credits)

Students research, design, and execute Illustrations applied to manufactured, marketable, and licensed products. They develop surface Illustrations for 3-D forms, evaluate appropriate production technology, and justify decisions based on marketing criteria. Copyright law and product licensing are also covered.

Prerequisite(s): Academic Approval Required

ILDA360 CONCEPTUAL ILLUSTRATION (3 credits)

This course focuses on the pre-production and concept art market. Students develop and create schematic drawings, character and consume designs, architectural and environmental designs, and production illustrations for film, television, and video games.

Prerequisite(s): Academic Approval Required

ILDA399 Internship (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level positions in the field when they graduate.

Prerequisite(s): Academic Approval Required

ILDA400 Digital Illustration II (3 credits)

Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography. Deadlines and professional presentation will be stressed throughout the course.

Prerequisite(s): ILDA300

ILDA411 HUMAN ANATOMY FOR ILLUSTRATION (3 credits)

Students will further develop drawing skills acquired in previous courses with concentration on the figure and human anatomy. The course will cover salient points of human skeletal and muscular anatomy with observation and application to the live model. Gesture, and its importance in drawing from life and conceptually, will also be addressed. The student shall develop skills in rendering the figure quickly and effectively both from life and from memory.

Prerequisite(s): Academic Approval Required

ILDA420 ADVANCED PAINTING (3 credits)

This course continues to develop painting skills and further explores various painting media and techniques. Students are encouraged to begin developing an individual style for illustration.

Prerequisite(s): ILDA321

ILDA430 TRADITIONAL ILLUSTRATION STUDIO (3 credits)

Students create Illustrations using traditional media and develop a marketable Illustration style. Topics include evaluating technical and aesthetic needs of Illustrations, justifying Illustration solutions to problems, and studying current Illustration trends within the industry.

Prerequisite(s): ILDA321

ILDA445 PORTFOLIO PREPARATION (3 credits)

This course will assist students in developing personal career goals and objectives by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their preliminary portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources.

Prerequisite(s): Academic Approval Required

ILDA450 PORTFOLIO (3 credits)

In preparation for job interviews, students refine and present their Illustration and design portfolios. They identify career paths and roles in the Illustration industry, focus on marketing themselves to intended employers, and assess personal strengths and weaknesses. Students also complete a professional resume and begin the job search. This course must be taken in the final quarter of the Bachelor's degree program.

Prerequisite(s): ILDA 445

ILDA460 Special Topics I (3 credits)

This course addresses emerging technologies and techniques in the field of Illustration. The course will also provide an intense examination of issues relevant to the Illustration industry in a specific geographic region or sector of the Illustration industry.

Prerequisite(s): Academic Approval Required

ILDA470 Special Topics II (3 credits)

This course addresses emerging technologies and techniques in the field of Illustration. The course will also provide an intense examination of issues relevant to the Illustration industry in a specific geographic region or sector of the Illustration industry.

Prerequisite(s): ILDA460

ILDA499 PROFESSIONAL PRACTICE (3 credits)

This course gives upper-level students the opportunity to work part-time with cooperating employers. Students are required to keep a log, communicate weekly with faculty, and maintain attendance requirements.

Prerequisite(s): Academic Approval Required

INTA 101 Architectural Drafting I (3 credits)

This course is an introduction to the basic drafting techniques, terminology, and symbols used on drawings, including use of drafting equipment, lettering, plan and elevation construction with an emphasis on proper line weight, quality, and scale.

Prerequisite(s): None

INTA 102 Introduction to Interior Design (3 credits)

Students are introduced to the responsibilities of today's interior design professional. Assignments require the application of the elements and principles of design for interior spaces to create aesthetic solutions. Basic lessons in ergonomics, space planning, and human factors introduce the skills used to make functional and purposeful design decisions.

Prerequisite(s): None

INTA 103 CAD I (3 credits)

This course is an introduction to the principles and operation of computer-aided drafting to produce floor plans, elevations and other components of construction drawings.

Prerequisite(s): INTA 101

INTA 105 Sketching and Ideation (3 credits)

Students visually conceptualize design solutions through rapid sketching in this course.

Prerequisite(s): FNDA 120

INTA 111 Space Planning (3 credits)

This course begins the design series by introducing the interior design process including programming, schematics, design development, space planning and alternate design solutions.

Prerequisite(s): INTA 121

INTA 112 Design Basics 3D (3 credits)

This course explores the basic elements and principles of three-dimensional design. Students will use traditional and /or digital tools to help them visualize their designs volumetrically and apply 3D design elements to the spatial envelope.

Prerequisite(s): INTA 101

INTA 121 Architectural Drafting II

Students will develop an understanding of mechanical drawings, detailed drawings and other components of an entire working drawing package using hand-skills introduced in Drafting

Prerequisite(s): INTA 101

INTA 122 Textiles (3 credits)

This course explores the nature of man-made and natural materials used to produce textiles for use in interior design. Content includes discussion of fibers, yarn, fabrics, finishes, design methods, construction, and proper application of these materials from technical, environmental, and aesthetic approaches.

Prerequisite(s): None

INTA 201 Materials and Specifications (3 credits)

This course explores materials and finishes utilized in interior applications through lecture, demonstrations, and/or field trips. Various methods of specification and estimation are covered. Students research and assess performance criteria including aesthetics, function, and environmental factors.

Prerequisite(s): None

INTA 202 Presentation Techniques (3 credits)

This course explores alternate methods of creating and producing interior design presentations. Combining a variety of software, reproduction methods, and digital rendering techniques, students explore ways to manipulate images into a cohesive graphic presentation.

Prerequisite(s): INTA 102

INTA 211 Codes and Regulations (3 credits)

This course studies the principles, policies, and practices required by regulatory bodies and jurisdictions having authority over interior construction building, fire codes and ADA regulations as they apply to interior design projects.

Prerequisite(s): None

INTA 212 Residential Design I (3 credits)

This course explores the design of residential interiors as a problem solving process, with applications to a variety of residential interiors. Areas of study include concept development, human factors, programming and space planning, color, furniture and finish selection as well as concepts of universal design and sustainability.

Prerequisite(s): INTA 111

INTA 213 Kitchen and Bath Design (3 credits)

This course addresses the fundamentals of kitchen and bath design, including universal design and accessibility in new construction and renovation. Topics include fixtures, fittings, furnishings, equipment, cabinetry and finishes, construction, electrical, and basic plumbing. Industry relevant nomenclature and product information are used to create specifications and cabinet plans.

Prerequisite(s): INTA 103 and INTA 111

INTA 222 Human Factors (3 credits)

This course covers the principles and considerations related to human factors, universal design, anthropometrics, ergonomics and the psychological response of users to interior spaces.

Prerequisite(s): INTA 102

INTA 232 Lighting Design (3 credits)

This course covers a comprehensive study of the various natural and artificial lighting techniques as they apply to interior environments.

Prerequisite(s): INTA 111

INTA 242 Commercial Design I (3 credits)

This course is the design and presentation of a commercial project with emphasis on the workplace environment.

Prerequisite(s): INTA 103 and INTA 211

INTA 252 Interior Detailing (3 credits)

In this course students study the materials and fabrication techniques involved in the design and construction of interior details.

Prerequisite(s): INTA 103

INTA 262 Construction Documents I (3 credits)

This course introduces students to the contract document process for interior spaces.

Prerequisite(s): INTA 103

INTA 303 Digital Modeling I (3 credits)

This course introduces students to 3D modeling software as a communication tool. Students produce design solutions volumetrically as part of the design process.

Prerequisite(s): INTA 103

INTA 306 Professional Practice (3 credits)

This course presents the principles governing the business, legal, and contractual aspects of the interior design profession.

Prerequisite(s): Academic Approval Required

INTA 312 Global Design (3 credits)

This course covers the research and application of global design and the study of different cultures as they relate to design issues and concerns.

Prerequisite(s): INTA 103 and INTA 111

INTA 313 Digital Modeling II (3 credits)

This course compliments the skills gained in 3D modeling. Students apply camera and lighting techniques as it applies to interior environments.

Prerequisite(s): INTA 303

INTA 322 Building and Mechanical Systems (3 credits)

This course is a study of the materials, principles and sustainable concepts utilized in basic construction, building, and mechanical systems for interiors.

Prerequisite(s): INTA 201

INTA 332 Environmental and Sustainable Design (3 credits)

This course covers the principles and practices of sustainable and environmental design as applied to a design project.

Prerequisite(s): INTA 211

INTA 342 Commercial Design II (3 credits)

This course is the design and presentation of a complex commercial project with emphasis on universal and barrier free design.

Prerequisite(s): INTA 242

INTA 352 Hospitality Design (3 credits)

This course is the design and presentation of team-based hospitality project with emphasis on innovation and creativity.

Prerequisite(s): INTA 242

INTA 380 Special Topics in Interior Design I (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

INTA 382 Special Topics in Interior Design II (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

INTA 384 Special Topics in Interior Design III (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

INTA 402 Senior Studio I (3 credits)

Students select a subject based on their individual career aspirations and develop a project of a substantial scope. Emphasis is on real-world needs that could be better met through more responsible interior design and architecture. Content includes problem identification, analysis of user needs, observation and information gathering. Ultimately a design program and schematic solution are prepared that will be further developed into a complete design solution in Senior Studio II for an interior environment that will better support the psychological and physiological health, safety and welfare of the public.

Prerequisite(s): Academic Approval Required

INTA 410 Portfolio (3 credits)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of an interior design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

Prerequisite(s): Academic Approval Required

INTA 412 Institutional Design (3 credits)

This course is the design and presentation of an Institutional Project with emphasis on anthropometrics, human factors, and human behavior.

Prerequisite(s): INTA 342

INTA 416 Internship (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.

Prerequisite(s): Academic Approval Required

INTA 424 Project Management (3 credits)

This course focuses on the interactive design project management process and development of the project team as key to the successful achievement of interactive design project goals. The process examines the main elements required in every proposal/plan, time-frame, and budget. Key areas of interactive design project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively.

Prerequisite(s): Academic Approval Required

INTA 426 Senior Studio II (6 credits)

In this culminating studio course, students continue the development of a viable solution for the project initiated in Senior Studio I. Skills from the entire program are leveraged into a final portfolio project motivated by environmentally sound, cost-effective and responsible design practices.

Prerequisite(s): INTA 402

MAAA 102 Life Drawing and Gesture (3 credits)

In this introductory course on drawing the human figure, students will continue developing their drawing skills. Course will focus on an interpretation of the human body, based on major masses organized by gestural line. Line of action, gesture, motion, measurement, and foreshortening will be covered in this course.

Prerequisite(s): FNDA 110

MAAA 111 Animation Principles (3 credits)

Students will explore and implement the principles of animation through projects that emphasize analyzing real-world movement, adapting that movement for the animation medium, and creating the illusion of life.

Prerequisite(s): MAAA 102

MAAA 122 Drawing and Anatomy (3 credits)

Students will continue to develop drawing skills and will focus on basic anatomical structures of human and animal forms.

Prerequisite(s): None

MAAA 202 Character and Object Design (3 credits)

This course focuses on designing and drawing characters or objects for animation using line to accurately delineate the form. Attention is given to appropriate proportion and form for an animated character or object. Characters and objects are created using various media.

Prerequisite(s): None

MAAA 204 Acting and Movement for Animators (3 credits)

The introduction of acting as a tool of research through studies of animated movement. Characters' personality, expression, motivation, body language, and posture will be studied through classroom exercises in a variety of media.

Prerequisite(s): MAAA 111

MAAA 212 2D Animation (3 credits)

Students will apply animation principles to produce a sequence. Emphasis will be placed on timing and performance. Use of various image acquisition techniques, pencil tests, inking, and other 2D animation skills will be explored.

Prerequisite(s): MAAA 111

MAAA 213 3D Modeling (3 credits)

Through critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and apply them to geometric construction.

Prerequisite(s): FNDA 150

MAAA 222 Storyboarding and Animatics (3 credits)

This course focuses on applying industry-standard storyboarding techniques for animation. Topics to be covered include the various purposes, formats, terminology, and concepts used in the creation of storyboards and animatics with audio.

Prerequisite(s): None

MAAA 223 Hard Surface and Organic Modeling (3 credits)

This course covers modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects.

Prerequisite(s): MAAA 213

MAAA 232 3D Animation (3 credits)

Students are introduced to basic 3D animation techniques. Topics to be covered include hierarchical linking, keyframing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation.

Prerequisite(s): MAAA 213

MAAA 233 Motion Graphics (3 credits)

This course will allow students to integrate traditional graphic design techniques with digital design techniques. Through exploration of animation and compositing, students will create motion graphics, animated identifications, and visual effects using animation/compositing software.

Prerequisite(s): FNDA 135

MAAA 242 Character Modeling (3 credits)

In this course students will use advanced modeling techniques to create 3D characters. Students will research and create character models based on anatomy using industry standard techniques.

Prerequisite(s): None

MAAA 243 Material and Lighting (3 credits)

In this class students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures.

Prerequisite(s): None

MAAA 252 Background Design and Layout (3 credits)

This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture and lighting. Students will utilize foreground, mid-ground, and background design elements.

Prerequisite(s): None

MAAA 302 3D Character Animation (3 credits)

This is an advanced level 3D animation course building on techniques learned from previous modeling and animation courses. Students will learn how to apply real life action sequences to characters.

Prerequisite(s): MAAA 232

MAAA 303 3D Character Rigging (3 credits)

This course is an introduction to the fundamentals of character setup. The character rig will be tested by animation assignments. During the course each student will create, set up and test a character model.

Prerequisite(s): None

MAAA 312 Animation Studio (3 credits)

Students will use advanced animation techniques to create, design, produce and edit a fully realized concept.

Prerequisite(s): MAAA 302

MAAA 313 Advanced Lighting and Texturing (3 credits)

In this class students will continue their exploration of and expand on their knowledge of materials, textures, lighting and rendering strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures.

Prerequisite(s): MAAA 243

MAAA 323 Emerging Technologies for Animation (3 credits)

This course examines delivery methods of animation for various platforms. Students explore the capabilities and limitations of delivery systems and distribution methods. Assets will be generated and delivered based on given technical requirements for mobile and other platforms.

Prerequisite(s): MAAA 232

MAAA 333 Dynamics and Simulation (3 credits)

This course takes students through the process of making visual effects through the creation and control of dynamic simulations. Students will emulate properties of real-world phenomena.

Prerequisite(s): MAAA 232

MAAA 343 Pre-Production Team (3 credits)

This course will expose students to the pre-production processes used in animation and related industries. The primary components of the course will be a thorough review of all pre-production activities and project management. Students will participate in production teams and will focus on planning of all aspects of an animation production.

Prerequisite(s): Academic Approval Required

MAAA353 Technical Visualization (3 credits)

In this course students will create detailed visualizations of engineered objects and spaces. Students also learn to illustrate physical effects of lighting, textures, and movement for animation and visualizations.

Prerequisite(s): MAAA 223

MAAA363 Advanced Illustration for Production (3 credits)

Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography. Deadlines and professional presentation will be stressed throughout the course.

Prerequisite(s): FNDA 135

MAAA 403 Production Team (3 credits)

In this course students will work in a studio environment and will focus on the production and post production of an animated short.

Prerequisite(s): MAAA 343

MAAP309 Portfolio I (3 credits)

This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development.

Prerequisite(s): None

MAAP409 Portfolio II (3 credits)

This course prepares students to seek entry-level employment within the industry upon graduation by assisting them with the development and presentation of a professional portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas such as conceptual thinking, design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

Prerequisite(s): MAAP309

MAAW300 Media Production Workshop (3 credits)

Working in production teams, students in this workshop class will deal with real clients, typically representatives of non-profit organizations. Guided by a faculty, students interview the client to determine expectations and work in a team to design and produce the media content for an intended delivery system.

Prerequisite(s): Academic Approval Required

MAAW400 Media Production Workshop II (3 credits)

Working in production teams, students in this workshop class will deal with real clients, typically representatives of non-profit organizations. Guided by a faculty, students interview the client to determine expectations and work in a team to design and produce the media content for an intended delivery system.

Course Prerequisite(s): Academic Approval Required

MAIN200 Internship I (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate.

Prerequisite(s): Academic Approval Required

MAIN300 Internship II (3 credits)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate.

Prerequisite(s): Academic Approval Required

MANA301 Human Resource Management (3 credits)

This course introduces the principles and practices of human resources management relevant to hospitality organizations, with emphasis on the entry-level manager's role. Topics covered will include employment laws, workforce management, compensation and benefits administration, labor unions, employee safety, diversity and ethics.

Prerequisite(s): None

MANA400 Leadership and Organizational Development (3 credits)

Students examine leadership, organizational management and culture, focuses on the role of the managers as facilitators of change within the organizations. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture. Examination of leadership styles, development of strategic plans, and critical problem solving in the hospitality industry are covered in the course.

Prerequisite(s): None

MANA405 Digital Media Management (3 Credits)

Students design and implement advanced marketing campaigns utilizing emerging digital media concepts, paradigms, and business models. Students combine and integrate interactive business models using both online and offline media. Students integrate knowledge of e-commerce and interactive media to include emerging technologies such as mobile marketing, social media marketing (SMM), viral advertising, and video and user generated content (UGC).

Prerequisite(s): None

MARA307 Consumer Behavior (3 credits)

This course will provide students with an understanding of the fundamental relationships between consumers and the fashion industry. Students will have the opportunity to learn about consumer attitudes, motivation and other buying influences

Prerequisite(s): None

MARA312 Marketing (3 credits)

The fundamental concepts and principles of marketing. The overview of marketing provided here will help students place their knowledge in a framework and understand how each component contributes to the strength and utility of a marketing plan. Students will also learn how to identify the ways in which world events and cultural assumptions influence marketing.

Prerequisite(s): None

MASP300 Senior Project I (3 credits)

Initiates a multi-quarter, comprehensive project, which will be integral to students' final portfolios. With department approval, students will employ their cumulative skills to produce a significant, sophisticated, narrative tableau in a chosen genre.

Prerequisite(s): Academic Approval Required

MASP400 Senior Project II (3 credits)

This course concludes the multi-quarter long comprehensive project begun in Senior Project I. Students will employ cumulative skills to post produce a significant, sophisticated, narrative tableau in a chosen genre.

Prerequisite(s): MASP300

MAST200 Media Arts Special Topics I (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

MAST300 Media Arts Special Topics II (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

MAST400 Media Arts Special Topics III (3 credits)

Community involvement projects will be the central theme of this course. Projects will rotate and change depending on artistic opportunities available.

Prerequisite(s): None

MATA 101 College Algebra (4 credits)

This course introduces the basic concepts of algebra and will apply these ideas through various projects relevant to art and design majors. It will emphasize a systematic approach to problem solving and cover topics, including simplifying algebraic expressions; solving equations and inequalities; factoring; the graphing of linear, quadratic, and polynomial functions; and the reading and creation of graphs.

Prerequisite(s): None

MATA 115 Applied Mathematics (4 credits)

This course introduces students to the algebraic and graphical methods most often used in the description of motion, collisions, and coordinate transformations. Students are expected to enter the course with the ability to solve one variable linear algebraic equations. The purpose of the course is to make students more aware of and better able to deal with the concept of motion in their projects and to provide a foundation that will make them better able to deal with the variety of motion graphic programs now in use.

Prerequisite(s): None

MATA 201 College Geometry (4 credits)

This course introduces the basic concepts of Euclidean geometry and non-Euclidean geometry utilizing a problem-solving approach relevant to all majors. It includes a review of the foundations of geometric points, lines, segments; coverage of all 2-D figures; and an analysis of coordinates, vectors, and trigonometric relations. Euclid's Axioms, models, figure transformation; the historical and philosophical implications of non-Euclidean geometry in a 3-D world and the alternative concepts of parallelism are explored as well.

Prerequisite(s): MATA 101 or MATA 115

MATA202 Finite Mathematics (4 credits)

This contemporary mathematics course places a heavy emphasis on direct application of real-world problems to a variety of topics for a variety of art and design disciplines. Topics cover linear equations, functions and matrix theory, mathematics in finance, logic, sets, probability and statistics, and game theory.

Prerequisite(s): MATA100

PHLA 110 Philosophy of Critical Thinking (4 credits)

Logic introduces students to the methods of deductive argument employed in syllogistic and propositional logic. Central to the course is the notion of validity, a logical property of arguments which necessarily connects the premises to the conclusion. Students may expect to learn about validity as well as other techniques of analyzing and evaluating arguments. We will cover in detail two ways of analyzing and evaluating the logic of arguments. The first way is the theory of the syllogism, a logic that deals only with class membership; the second way is the logical system built around whole propositions.

Prerequisite(s): None

PHOA 101 Principles of Photography (3 credits)

Students will identify basic photographic tools and their intended purposes, including the proper use of aperture, shutter speed, ISO, focal length, and light metering. Students will analyze photographs and produce their own visually compelling images by employing professional photographic techniques and digital workflow.

Prerequisite(s): None

PHOA 102 Introduction to Photography Applications (3 credits)

Introduces the student to an overview of vector, raster and time-based software tools used in the digital media industry. It sets expectations for future classes regarding standards for files, their construction and delivery within the classroom and professional studio.

Prerequisite(s): None

PHOA 105 Photojournalism (3 credits)

Addresses photography as a narrative or illustrative medium used in support of the text content of publications. Students are shown examples of photojournalism and will be required to produce their own renditions.

Prerequisite(s): None

PHOA 113 Lighting (3 credits)

Students will be introduced to the basic concepts and principles of lighting for photography. These concepts and principles include learning the fundamentals of recognizing and controlling both natural and studio lighting with emphases on the quality, quantity, and direction and its effect on the photographic image.

Prerequisite(s): PHOA 101

PHOA 115 History of Photography I (3 credits)

The history of photography through the discussion of recognized photographers and their influences on society and provides a framework for critically considering photographs through describing, interpreting, evaluating and theorizing. Students are expected to write papers and review exhibitions.

Prerequisite(s): None

PHOA 122 View Camera Theory (3 credits)

Students will learn the operational principles, concepts and theories related to the view camera. In this course, students will explore the technical and visual context for view camera related equipment, consider the potential within their own work and examine the history of images produced with the view camera or associated tools.

Prerequisite(s): PHOA 113

PHOA 123 Color Management and Printing (3 credits)

Students learn and apply the techniques of digital color management including building and applying color profiles. The course covers the calibration of devices to produce consistent, predictable color. Students will refine printing skills and theory to create a benchmark for quality digital output. Students will develop proficiencies in file preparation, resolution selection, print-profiling, paper selection and soft-proofing techniques.

Prerequisite(s): FNDA 135

PHOA 202 Studio Photography (3 credits)

Students will develop the ability to solve visual communication problems through assignments designed to challenge their skills in lighting, camera operation, and commercial applications. All aspects of studio photography are discussed from lenses to lighting and people to products. This course emphasizes in-camera image production and problem solving.

Prerequisite(s): PHOA 122 or Academic Approval Required

PHOA 203 Photographic Post-Production (3 credits)

Students research, develop concepts, and execute digital montage methods to produce creative and surrealistic imagery not possible in the camera moment. Students will apply channels, masks, blending modes, vector tools, selections, filters and layers to photographs. In addition, the course will cover post-production techniques, including retouching and compositing.

Prerequisite(s): FNDA135

PHOA 212 Editorial Photography (3 credits)

Editorial photography is an exploration of the non-fiction narrative delivered through a variety of media. The class is devoted to subject research and creative photography. Emphasis is placed on storytelling, the production process and contemporary media output methods.

Prerequisite(s): PHOA 223

PHOA 213 Time-Based Media I (3 credits)

Introduces students to the technical components integral to time-based media and its relationship to photography. Students expand their knowledge of capturing, downloading, editing, and outputting digital audio and image files using time-based media software.

Prerequisite(s): PHOA 102

PHOA 223 Advanced Lighting (3 credits)

Synthesizes previously introduced lighting skills for products and people in both the studio and on location. Emphasis is placed on the creative application of lighting technique and style.

Prerequisite(s): PHOA 113

PHOA 232 Portraiture (3 credits)

Students learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. Emphasis is placed on creating the visual narrative through the effective use of portraiture techniques.

Prerequisite(s): PHOA 113

PHOA 233 Advanced Photographic Post-Production (3 credits)

Students continue to develop and refine concepts to create images using advanced digital montage methods. Through planning and research students will apply advanced compositing techniques in order to create a series of digital illustrations exemplary of contemporary creative photography.

Prerequisite(s): PHOA 203

PHOA 302 Location Photography (3 credits)

Explores the special needs of location photography. The tools and logistics of shooting on location are covered. Students develop photographic problem solving skills.

Prerequisite(s): PHOA 223 or Academic Approval Required

PHOA 303 Time-Based Media II (3 credits)

Focuses on conceptual development, visual communication and storytelling through the use of time-based media.

Prerequisite(s): PHOA 213

PHOA 305 History of Photography II (3 credits)

Students examine emerging photographic styles and perspectives of a newer generation of photographers reacting to the cultural revolution of the 60's and 70's; the eruption in the 80's of Post-Modernism and Critical Theory; and the digital revolution of the 90's. Students will further examine contemporary issues focusing on the theoretical swing from Post-Modernism back to Modernist practices; and lastly a look at the popular trend of using alternative processes from the nineteenth century.

Prerequisite(s): PHOA 115

PHOA 307 Photographic Essay (3 credits)

Emphasis is placed on digital technologies and sound and video for inclusion into a multimedia package. Students will look at the importance of content and composition in their photography and multimedia projects and how it plays into the structure of a successful story.

Prerequisite(s): PHOA 303

PHOA 312 Applied Portraiture (3 credits)

Students will learn a variety of advanced portrait techniques including an examination of the professional production process. Marketing and business aspects are also discussed.

Prerequisite(s): PHOA 232

PHOA 315 Creative Concepts (3 credits)

Explores image concepts, content, symbolism, and narrative potential of photography. Emphasis will be placed upon experimenting with alternatives to the single "documentary style" traditional approach to photography. Students will be challenged to develop a wider understanding of possible photographic solutions to problems of communication and self-expression.

Prerequisite(s): PHOA 209

PHOA 317 Photography Criticism (3 credits)

Offers an in depth study into photographic criticism. To assist students in developing a vocabulary for critically analyzing photographs, they will look carefully at contemporary critical thought. Further study will examine how personal beliefs and cultural values are expressed and represented in photography.

Prerequisite(s): PHOA 305

PHOA 332 Special Topics I (3 credits)

This course addresses emerging technologies and techniques in the field of Digital Photography. The course will also provide an intense examination of issues relevant to the Photography industry in a specific geographic region or sector of the Photography industry.

Prerequisite(s): None

PHOA 412 Special Topics II (3 credits)

This course addresses emerging technologies and advanced techniques in the field of Digital Photography. The course will also provide an intense examination of issues relevant to the Photography industry in a specific geographic region or sector of the Photography industry.

Prerequisite(s): None

PRA200 Professional Practice I (1 credit)

This seminar course is designed to demonstrate acquisition of professional practice skills. Students will organize their work from prior terms in a manner that's explicitly aligned with their program's outcomes. Work submitted will be evaluated on the five domains of learning, customized to their degree program, and includes the student's ability to demonstrate independent research, show advanced exploration of new ideas, provide evidence prototyped and tested solutions, examples of professional-level execution and presentation, and last, advanced ability in incorporating critique and feedback.

Prerequisite(s): None

PRA400 Professional Practice II (1 credit)

This seminar course is designed to demonstrate acquisition of professional practice skills. Students will organize their work from prior terms in a manner that's explicitly aligned with their program's outcomes. Work submitted will be evaluated on the five domains of learning, customized to their degree program, and includes the student's ability to demonstrate independent research, show advanced exploration of new ideas, provide evidence prototyped and tested solutions, examples of professional-level execution and presentation, and last, advanced ability in incorporating critique and feedback.

Prerequisite(s): None

PSYA 101 Introduction to Psychology (4 credits)

This survey course examines topics such as learning and memory, perception, emotions, motivation, personality, development, intelligence, and abnormal behavior.

Prerequisite(s): None

PSYA 113 Social Psychology (4 credits)

This course explores social behavior from a psychological point of view. Major theories are explored and topics include attitude, aggression, prejudice, interpersonal relationships, and group behavior and social cognition.

Prerequisite(s): None

PSYA 202 Psychology of Personality (4 credits)

This course explores personality development and organization through exploring major theories and research in the field of personality psychology. Topics covered include motivation, identity and the self, personality structure, temperament, emotion, and abnormal development.

Prerequisite(s): Academic Approval Required

PSYA 300 Abnormal Psychology (4 credits)

This course explores the development, etiology and treatment of major psychological disorders. Emphasis will be placed on current theoretical perspectives and research methodology.

Prerequisite(s): PSYA 101

SCIA 125 Environmental Science (4 credits)

In this course students will explore the relationship between human beings and the natural world. The class will study the physical aspects of the earth, relationship between technology and nature, related scientific, political, and ethical environmental issues. Students will participate in activity and discussion designed to familiarize them with scientific method, history of the physical world, and results of human impact on the earth.

Prerequisite(s): None

SCIA 206 Physics (4 credits)

This course introduces the basic concepts of physics, including elementary mechanics, thermal phenomena, fluids, waves, electromagnetism, sound, color theory, optics, and modern physics. It will also cover the historical development of the field.

Prerequisite(s): Academic Approval Required

SCIA 250 Special Topics in Science (4 credits)

This course builds understanding of the scientific method and how discoveries about the natural world are made through discussion and application of special topics in science.

Prerequisite(s): None

SVMA101 Survey of Media (3 Credits)

Students will examine the fundamentals of visual / audio media from its inception to the modern day. Students will analyze the influence, ethics and past trends in visual / audio media and how to effectively use and apply them as students and professionals. Students will explore the production pipeline and industry standard software associated with film, production, audio, animation, game development and visual effects. Students explore fundamentals of animation through a historical survey. This course will also consider trends and genres within the larger framework traditional mass media and emerging communication technologies.

Prerequisite(s): None

SYGA 200 Sociology (4 credits)

In this course, students explore the dynamics and structure of human society. The fundamental structures and processes responsible for the social organization of behavior are examined. Topics include culture, socialization, deviance, social structure, social stratification, and institutions. Current issues in society are also addressed.

Prerequisite(s): None

VIAA345 Figure Sculpture I (3 credits)

This class will focus on sculpting the figure in clay using live models as reference. Emphasis will be on self-expression and the study of anatomy and proportion.

Prerequisite(s): VIAA146 or Academic Approval Required

VIAA414 Animal Imagery and Archetypes (3 credits)

In this course, the historical and contemporary significance of animal imagery in art will be discussed. Commonly held myths and symbolism of animals and their place in culture will be explored. Field trips will allow students to have the chance to study animals through direct observation.

Prerequisite(s): FNDA 110

Getting the Most from Your Education

At The Art Institute, our role is to provide educational services to help you develop your potential. An Art Institute education is not something we do to our students. Instead, it is a process where we learn and explore with you. We cannot simply hand you skills and knowledge. You must be a full partner in this interactive learning process.

At The Art Institute, you become part of a vibrant, energetic learning community, where you are supported and encouraged to do your best. It's a community where we celebrate diversity. It's a community bound by mutual respect for individuality and creativity.

Your responsibilities as a student of The Art Institute include:

- Meet deadlines
- Attend class
- Arrive on time
- Make use of faculty and staff
- Ask questions
- Get involved

Reading and understanding the policies in this catalog, the application, the enrollment agreement, the student handbook, and any policies subsequently provided to you, are also your responsibility.

The doors of our faculty and staff are open to you. If you have any questions, please don't hesitate to ask.

Admissions

Prospective students may apply for admission at any time. Admissions decisions are made on a rolling basis and prospective students are encouraged to apply as early as possible prior to their intended start date. Admitted students may begin their program of study at the start of any quarter (i.e., October, January, April, or July) or mid-quarter (i.e., February, May, August, or November).

Prospective students are encouraged to visit the institution prior to or during the application process. Personal tours are given as part of the admissions interview. To schedule a tour or interview, prospective students should contact the Admissions Office at the chosen campus as follows:

The Art Institute of Atlanta
6600 Peachtree Dunwoody Road, N.E.
100 Embassy Row
Atlanta, Georgia 30328-1635
Phone: 1.770.394.8300 or 1.800.275.4242
Fax: 770.394.0008
www.artinstitutes.edu/atlanta
Email: aiaadm@aia.edu

The Art Institute of Virginia Beach, a branch of The Art Institute of Atlanta
Two Columbus Center 4500 Main Street, Suite 200
Virginia Beach, VA 23462
Phone: 1.757. 757.793.6700 or 1.877.437.4428
Fax : 1.757.493.6800
www.artinstitutes.edu/virginiabeach
Email: aivaadm@aia.edu

Admissions decisions to the college are made by faculty. The faculty determines whether an applicant can benefit from the academic programs at the institution and has a reasonable chance to be successful based upon his or her academic record. The faculty may request additional information or require the applicant to meet with Academic Affairs or other personnel prior to making a final decision.

Admissions Requirements for First-Time College Students

Applicants attending college for the first time and pursuing their first associate degree, baccalaureate degree, or diploma must complete the following in order to be accepted into the College:

1. Admissions Interview – Applicants are required to meet with an Enrollment Counselor. Under certain circumstances, a telephone interview can fulfill this requirement. The purpose of the personal interview is to explore the applicant's background and interests, determine how the applicant's educational goals relate to The Art Institute's programs, assist the applicant in identifying the appropriate area of study consistent with his or her background and interests, and provide information concerning the curriculum and support services at The Art Institute.

2. Application – Applicants are required to submit a completed application for admission and sign enrollment agreement. Application forms are available on the institutional website.

3. Meet High School Graduation Criteria or Equivalent

For admission to the College, an applicant is required to be a high school graduate, have an official General Education Development (GED) certificate, or meet the state requirements of being home-schooled. Evidence of this can be an official transcript or an official GED certificate. Home-schooled students will be required to demonstrate that they have completed the minimum requirements established by the state. It is up to the College to decide if the issuer of the documentation and the documentation provided is acceptable. Graduates of home school programs not recognized by their state will need evidence of competency such as by an official GED certificate or successful completion of College or University credits as specified in the **Admission Requirements for Transfer Applicants** section.

Before a student may begin studies, he or she must have earned the above. An applicant still in high school will be considered for Conditional Early Acceptance contingent upon proof of graduation.

The College may require the applicant to speak with an Academic Chair or Academic Dean prior to making a final decision. Students will be asked to leave and their enrollment cancelled if they do not provide any of the official documents required for admission within 30 days of matriculation.

The College will not accept a diploma received as a result of testing or "fast track" as proof of high school graduation. A certificate of attendance or completion is not acceptable.

NOTE: Transcripts should be mailed or faxed directly to the Admissions Office or supplied through an online transcript provider.

Any official transcripts, either high school or college, become part of the admission process and will not be returned to the student. Please do not submit original work. Portfolios cannot be returned.

4. Complete the Art Institute College Success Course Requirement (New Student Orientation Modules)

All new students are required to complete the virtual College Success Course (New Student Orientation Modules) which requires that a student complete eight modules and demonstrate competency in the following areas:

- Goal Setting
- Learning to Learn & Stress Relief Strategies

- Time Management
- Study Skills
- Literacy
- Responsible Borrowing & Budgeting
- Working in Teams
- Virtual Learning

Students cannot attend class prior to successful completion of the College Success Course or they are in violation of the Admissions Policy. A demonstration of literacy and preparedness is critical to the success of new students. Students must successfully complete each module and pass each quiz prior to moving on to the next module. The course is completed in the Brightspace Learning Management System which provides students with an introduction to their typical course structure and platform. Completion of the course is closely monitored to ensure compliance with the policy.

New students who have completed 24 or more prior college credits can be exempted from the College Success Course modules by providing an official transcript.

Admission Requirements for Transfer Applicants and/or Applicants Possessing a Previously Earned Degree

Transfer students will complete the Interview and Application for admission to the College as specified above. In lieu of submission of a High School Diploma or GED certificate, students who have earned at least a baccalaureate degree, an associate degree, or successful completion of at least 24 semester or trimester credit hours or 36 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution, may provide official transcripts from the prior college/university showing all courses and degrees earned.

Transcripts should be mailed or faxed directly from the college/university attended to the Admissions Office of the campus the student is planning to attend.

THE ART INSTITUTE HIGH SCHOOL GRADUATION VALIDATION POLICY

An applicant must be a high school graduate, possess a recognized high school equivalency (GED - General Education Diploma) or have earned 72 quarter/48 semester college or university credits (of at least one full academic year) from a recognized accredited institution. Students can meet the High School graduation requirement by submitting an official academic transcript that shows at a minimum 72 quarter/48 semester college or university credits (of at least one full academic year) earned.

Applicants to a graduate program may present a bachelor's degree as a form of proof of graduation from high school. Accreditation requirements must adhere to the list of acceptable accreditation. A student who is home-schooled must be able to present a high school credential evidencing that he or she completed secondary education or complies with applicable State requirements for home-schooling in the State in which the student resided during home-schooling.

The military document DD214 is NOT an acceptable means of proving high school/GED completion. There are specific types of diplomas that are not acceptable at The Art Institute locations (See Definitions):

- Certificate of Performance
- Certificate of Completion
- Certificate of Attendance
- Certificate of Achievement
- Modified Diploma
- Fast Track Online Degree
- Special Education Diploma.

ADDITIONAL EXPECTATIONS REGARDING ADMISSION TO THE CULINARY PROGRAM

To participate in any culinary program at The Art Institute of Atlanta and The Art Institute of Virginia Beach, each admitted student, with or without reasonable accommodations, must be able to safely and effectively fulfill the following:

- Attend and participate in both day and night shift (including first and fourth shifts) classes.
- Communicate in person with co-workers, students, and guests and process written and verbal instructions.
- Attend and participate in laboratory and production classes of up to six hours in length.
- Regularly lift and transport food and other culinary product, equipment, small wares, and utensils weighing up to 40 pounds.
- Regularly lift and transport trays with hot and cold plated foods, small wares, and other items, and serve and clear tables where guests are seated.
- Pour and serve liquids and beverages, including hot liquids up to temperatures of 180-185 degrees Fahrenheit (82.2 – 85 degrees Celsius).
- Use knives and other commercial cooking utensils.
- Perform repetitive motion skills required in the kitchen and the food industry, such as whisking, dicing, or piping.
- Handle and cook different varieties of fish, seafood, beef, pork, chicken, lamb, venison, or other meats, vegetables, and fruit products.
- Handle and bake/cook using different flours, including all grains, as well as chocolate, fruits, and nuts
- Operate commercial cooking and food service equipment.
- Stand or maneuver in professional or commercial kitchens, dining rooms, and related facilities for up to two hours.
- Sit on a kitchen stool or at a classroom desk for up to 50 minutes.
- Visually assess, and evaluate the taste, appearance, texture, and aroma of food and beverage products.
- Use commercial cleaning and sanitizing equipment and materials.
- Produce food products within the time parameters designated by a course objective within a class or for a hands-on or baking practical.

The foregoing technical standards are essential to the culinary programs and also reflect industry requirements and standards.

ADMISSION OF INTERNATIONAL STUDENTS

International applicants must meet the same admissions standards (refer to Admission Requirements) as other applicants when seeking to enroll in The Art Institute. International students applying to The Art Institute and requiring the institution's sponsorship for international student visa status (Form I-20) must meet also additional requirements as defined below.

The Art Institute requires nonimmigrant students presently in Visa Waiver, B-1, and B-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than a vocational or recreational courses).

Students in F-2 or M-2 status may enroll on a part-time basis where available. Some programs may not be eligible for international students requiring Form I-20 sponsorship. Thus, international applicants should speak with the Admissions staff for more information.

International applicants requiring Form I-20 must submit the following items in addition to the standard documents required for admission:

- Original or official copies of all educational transcripts and diplomas (secondary and post-secondary, if applicable).
- English language translation(s) of education transcripts and diplomas, if applicable.
- If used to meet admissions requirements above, official credential evaluation of post-secondary, non-U.S. transcripts and diplomas required for admission. Evaluations must be prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) member organization.
- Proof of English Language Proficiency (see English Language Proficiency Policy).
- Proof of financial responsibility to cover costs of tuition and fees and living expenses (and dependent costs if applicable) for at least one academic year (official bank statements, Sponsor's Statement of Support, if required).
- Photocopy of applicant's "bio-info" page of passport to provide proof of birth date and citizenship.
- Non-immigrant applicants residing in the United States must provide a copy of passport visa page and Entry Record or Form I-94 card.
- Non-immigrant applicants currently in F, M, or J status must provide a copy of all Forms I-20 or Forms DS- 2019.
- Transfer Clearance Form for applicants currently in F, M, or J status at another institution.

Important International Student Disclosure – International students attending The Art Institute under F-1 visas (Form I-20) are required to maintain a "full course of study" during each academic term of their programs of study. For undergraduate (non-degree, diploma, associate, and bachelor level programs) students, this is defined as a minimum of 12 credits per academic term. Graduate programs will vary by program of study. Applicants must speak with an Enrollment Counselor for more information. Program and course offerings are subject to change and international students may be required to take additional courses to meet the full course of study requirement. International students should work closely with the Admissions Department to ensure all requirements of their visa statuses are met.

THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

Undocumented Individuals

At The Art Institutes, we define individuals who reside in the U.S. without legal status as undocumented individuals. Students who do not have the necessary documentation proving U. S. Citizenship, Permanent Residence or other non-immigrant statuses may apply to The Art Institute. The student must provide an official copy of a high school transcript or GED equivalency, and also meet all eligibility requirements for their requested program of study. Undocumented students are not eligible for federal financial aid.

English Language Proficiency Policy

The lectures, seminars, materials, and discourse that comprise programs of study at The Art Institute of Atlanta and The Art Institute of Virginia Beach are presented in English, as such, the Art Institute of Atlanta and The Art Institute of Virginia Beach require that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered.

A student is deemed proficient in the English language if he or she meets one or more of the following criteria:

- Holds a U.S. high school diploma or U.S. GED or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English;
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English;
- Completes (with passing grades in all courses) a minimum of two academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English;
- Completes (with passing grades in all courses) English 101 and English 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English; and/or

- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

English Language Proficiency Chart

Minimum Acceptable Proof of English Language Proficiency Standard

Minimum Acceptable Proof of English Language Proficiency Standard			
ELP TEST	DIPLOMA	AS/BS	GRAD.
TOEFL PAPER	480	500	550
TOEFL i-BT	54-55	61	79-80
IELTS	Level 5.5	Level 6.0	Level 6.5
American College Testing (ACT) English	17	19	21
EF International Language Schools	C1	C1	C2
ELS Language Schools	Level 108	Level 109	Level 112
iTEP	4.0	4.5	5.0
Pearson	42	44	53
Michigan English Language Assessment Battery (MELAB or "Michigan Test")	73	80	85
Scholastic Aptitude Test (SAT)-English Section**	420	526	572
Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section	453*	526	572
TOEIC (Academic Test)	600	650	700
DuoLingo	80	80	100

*The scale for the Prueba Aptitud Academica has changed and now closely reflects the SAT.

**As of April 2005, the SAT verbal test is replaced with the SAT critical reading test.

Applicants should contact the campus Registrar for questions about acceptable alternative measures of English Language Proficiency.

ADMISSIONS POLICIES

Before a student may begin studies at The Art Institute of Virginia Beach he or she must have received a standard diploma from a regionally accredited high school, or state-approved or recognized home school program, demonstrating satisfactory completion of state high school equivalency requirements, or earned a General Educational Development (GED). A certificate of attendance or completion is not acceptable. Other proof of high school graduation or its equivalent may be considered under special circumstances and must be approved by the Campus Leader of The Art Institute of Virginia Beach.

Graduates of home school programs not recognized by their state will need further evidence of competency i.e. acceptable college experience, or acceptable independent testing: SAT, ACT, GED.

ADVANCED STANDING, TRANSFER, PROFICIENCY CREDIT, AND EXEMPTION FROM COURSEWORK

Applicants may be eligible to receive advanced standing credit in the following ways:

- Take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score 3 or higher on the AP exam or 4 or higher on the IB exam for those courses while in secondary school.

- Successfully complete programs included in articulation agreements that have been established between The Art Institute of Atlanta or the branch campus and their high schools.
- Earn college credit at other accredited postsecondary institutions.
- Complete the requirements of a transfer agreement established between The Art Institute and the prior postsecondary institution.
- Complete College Level Examination Program (CLEP) exams covering material equivalent to The Art Institute courses and earn a score of 50 or higher on those examinations.
- Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on an American Council on Education (ACE) transcript.
- Present evidence of experience obtained in the workplace or through other means, as demonstrated through a portfolio of their work and additional supporting documentation.

Financing a College Education

The Art Institute understands the significant financial commitment required by an investment in college education. The student financial services staff works one-on-one with students and their families to develop a personal financial plan, based on each individual's particular financial needs, which allows students to reach their educational and career goals. The Art Institute's financial aid officers guide families through the process of assessing educational costs, applying for financial aid programs, completing financial aid paperwork (including the Free Application for Federal Student Aid or FAFSA), and developing a payment plan. The Art Institute also provides customized payment plans for those who wish to spread their financial commitment out over time.

Tuition and Fees

The Art Institute of Atlanta

Program of Study	Degree	Credit Hours	Program Length (Qtrs)	Instructional Weeks	Tuition per Credit Hour	Lab Fee	Approx. Total Cost / Program†
Associate of Arts (AA)							
Baking & Pastry	AA	90	6	66	\$575		\$51,750
Culinary Arts	AA	90	6	66	\$575		\$51,750
Digital Filmmaking & Video Production	AA	90	6	66	\$575		\$51,750
Digital Photography	AA	90	6	66	\$575		\$51,750
Graphic & Web Design	AA	90	6	66	\$575		\$51,750
Bachelor of Arts (BA)							
Audio Production	BA	180	12	132	\$575		\$103,500
Fashion Marketing & Management	BA	180	12	132	\$575		\$103,500
Bachelor of Fine Arts (BFA)							
Digital Filmmaking & Video Production	BFA	180	12	132	\$575		\$103,500
Digital Photography	BFA	180	12	132	\$575		\$103,500
Fashion Design	BFA	180	12	132	\$575		\$103,500
Game Art & Design	BFA	180	12	132	\$575		\$103,500
Graphic & Web Design	BFA	180	12	132	\$575		\$103,500
Interior Design	BFA	180	12	132	\$575		\$103,500
Media Arts & Animation	BFA	180	12	132	\$575		\$103,500
Bachelor of Science (BS)							
Culinary Arts Management	BS	180	12	132	\$575		\$103,500
Diploma (D)							
Baking & Pastry	D	52	4	44	\$575	\$1,500	\$31,400
Commercial Photography	D	40	4	44	\$575		\$23,000
Culinary Arts	D	56	5	55	\$575	\$1,500	\$33,700
Digital Image Management	D	48	4	44	\$575		\$27,600
Fashion Retailing	D	48	4	44	\$575		\$27,600
Residential Interiors	D	48	4	44	\$575		\$27,600

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

† Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase. In-state and out-of-state tuition are the same.

Registering over 18 credit-hours per quarter requires the permission of the Program Director, Program Coordinator or Dean of Academic Affairs at the student's home campus.

Tuition includes required textbooks for all courses within the student's program of study. Tuition also includes basic entry equipment and materials needed for beginning each program of study. Students are responsible for procuring and/or replenishing any other equipment or materials as required.

CULINARY LAB FEES: Lab fees above represent the total for timely, successful completion of the program and are charged per credit hour. Retaking courses will increase the lab fee charge.

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

The Art Institute of Virginia Beach

Program of Study	Degree	Credit Hours	Program Length (Qtrs)	Instructional Weeks	Tuition per Credit Hour	Lab Fee	Approx. Total Cost / Program†
Associate of Arts (AA)							
Culinary Arts*	AA	90	6	66	\$575		\$51,750
Graphic & Web Design*	AA	90	6	66	\$575	\$0	\$51,750
Bachelor of Arts (BA)							
Fashion Marketing & Management	BA	180	12	132	\$575		\$103,500
Bachelor of Fine Arts (BFA)							
Digital Photography	BFA	180	12	132	\$575		\$103,500
Graphic & Web Design	BFA	180	12	132	\$575		\$103,500
Interior Design*	BFA	180	12	132	\$575	\$0	\$103,500
Media Arts & Animation	BFA	180	12	132	\$575		\$103,500
Bachelor of Science (BS)							
Culinary Arts Management	BS	180	12	132	\$575		\$103,500
Diploma (D)							
Baking & Pastry	D	52	4	44	\$575	\$1,500	\$31,400
Culinary Arts	D	56	5	55	\$575	\$1,500	\$33,700
Fashion Retailing	D	48	4	44	\$575		\$27,600

*These programs are no longer accepting new enrollments.

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

† Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase. In-state and out-of-state tuition are the same.

Registering over 18 credit-hours per quarter requires the permission of the Program Director, Program Coordinator or Dean of Academic Affairs at the student's home campus.

Tuition includes required textbooks for all courses within the student's program of study. Tuition also includes basic entry equipment and materials needed for beginning each program of study. Students are responsible for procuring and/or replenishing any other equipment or materials as required.

CULINARY LAB FEES: Lab fees above represent the total for timely, successful completion of the program and are charged per credit hour. Retaking courses will increase the lab fee charge.

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Transcript Requests

The Art Institute will charge \$7 plus additional processing and delivery fees (depending on delivery type) for all transcript requests.

Delivery Type	NSC* Per Destination Fee	NSC Delivery Fee - Digital Signature Fee	NSC SecurePrint & Vendor Delivery Fees	NSC Total Fees	School Delivery Fee	School Transcript Fee	Total School Fees	Student Pays
Electronic PDF	\$2.50	\$1.00	\$0.00	\$3.50	\$0.00	\$7.00	\$7.00	\$10.50
Electronic Exchange (ETX)	\$2.50	\$0.00	\$0.00	\$2.50	\$0.00	\$7.00	\$7.00	\$9.50
Mail	\$2.50	\$0.00	\$1.80	\$4.30	\$0.00	\$7.00	\$7.00	\$11.30
Express/ US	\$2.50	\$0.00	\$28.80	\$31.30	\$0.00	\$7.00	\$7.00	\$38.30
Express/ Canada & Mexico	\$2.50	\$0.00	\$48.80	\$51.30	\$0.00	\$7.00	\$7.00	\$58.30
Express/ International	\$2.50	\$0.00	\$61.80	\$64.30	\$0.00	\$7.00	\$7.00	\$71.30

*National Student Clearinghouse (NSC)

Returned Check Policy

The return of a check (electronic or paper) issued to The Art Institute of Atlanta and its branch campus will result in a \$50.00 returned check fee being placed on the account of the student, individual, vendor or employee on whose behalf the check was presented for each returned check, no matter the reason.

Each account will be allowed two returned checks after which payment by check will not be accepted. This includes returned electronic payments. Written notification on how to resolve the returned check will be sent to the maker of the check, and to the person whose account was affected. A hold will be placed on the account affected, until the returned check has been redeemed.

If the returned check has not been redeemed within the stated time frame on the notification, a late fee not in excess of 10% of the past-due amount, or \$250.00, whichever is less, will be levied, and the College will begin its collection proceedings.

Important Note: A returned check may automatically result in a hold on the account affected, which may preclude participation in any or all of the following activities: further check writing privileges, class registration, receipt of grades, issuing transcripts, and/or diplomas.

Returned Check Payment Methods

1. **Certified Funds.** Cashier's check, money order, or other certified funds payable to The Arts Institutes International. Include your name, ID#, current address, and phone number on the face of the check.
2. Deliver in person or mail certified funds to the following address:

The Art Institute of Atlanta
Attn: Financial Services
6600 Peachtree Dunwoody Road, N.E.
100 Embassy Row
Atlanta, GA 30328-1649

TECHNOLOGICAL CONSIDERATIONS

Digital Bookshelf and Digital Textbooks

A majority of courses will have a Digital Textbook associated with the course. Courses that include a Digital Textbook will be noted in the registration material. Students enrolling in a course that includes a Digital Textbook will incur an additional Digital Textbook charge, in addition to the course tuition.

Hardware Specifications for eBooks and the Digital Bookshelf: Brightspace and VitalSource System and Hardware Specifications

The University uses Brightspace D2L to deliver its digital resources. As with any software, the faster the processor, the more RAM, and the larger hard drive space you provide, the better the performance. Users wanting to move their material to their hard drive may need additional space. It is also important that users understand the process and benefits of maintaining their machines in top operating condition by keeping them current with the latest operating system updates, correctly configuring virus control, and other beneficial habits.

Minimum Hardware Specifications for Online Courses:

Academic Program	Platform	OS	PROC	RAM	VIDEO	STORAGE
Interior Design	WIN	Windows 10 v.1809 or newer	64 bit Intel or AMD; 2GHz or faster; SSE 4.2 or later	16 GB	Supported GPU's	1TB HDD
Graphic Design	MAC	10.14X or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	16 GB	Metal support w/ 2GB RAM	1TB HDD
Game Art & Design	WIN	Windows 10 v.1809 or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	32 GB	Supported GPUs (1) Supported GPU's (2)	1TB HDD
Animation	WIN	Windows 10 v.1809 or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	32 GB	Supported GPUs (1) Supported GPU's (2)	1TB HDD
Fashion Marketing	WIN	Windows 10 v.1809 or newer	64 bit Intel or AMD; 2GHz or faster; SSE 4.2 or later	16 GB	Supported GPU's	1 TB HDD
Audio Production	MAC	10.14.6 or newer	Intel Core i5 - 6th Gen or newer	16 GB	1920 x 1080 or larger display	1TB HDD
Digital Filmmaking & Video Production	MAC	10.14X or newer	Intel 6th Gen or newer	16 GB	Metal support w/ 2GB RAM	1TB HDD
Fashion Design	WIN	10.14.X or newer	64 bit Intel; 2GHz or faster; SSE 4.2 or later	16 GB	Metal support w/ 2GB RAM	1TB HDD
Photography	MAC	Windows 10 v.1809 or newer	64 bit Intel or AMD; 2GHz or faster; SSE 4.2 or later	16 GB	Supported GPU's	1TB HDD

Financial Aid

The Art Institute offers a comprehensive financial aid program for those who qualify. The following is a list of financial aid options. The college's financial aid officers can provide detailed information about each of these options, which are presented in more detail in the financial aid materials sent to students after their applications are received.

Federal Grants

These funds do not have to be repaid.

Federal Pell Grant

Undergraduate students who are pursuing their first Bachelor's or professional degree may be eligible for this need-based grant. Students must meet financial and other eligibility standards set by the federal government. Full-time, half-time, and less than half-time students may be eligible. Financial need is determined by the results of the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed and submitted at www.fafsa.ed.gov.

Federal Supplemental Educational Opportunity Grant (FSEOG)

These awards are made to students who demonstrate exceptional financial need as determined by standards set by the federal government, through the results of the FAFSA. Program funds are limited, so it is essential that students apply early.

Federal Loans

These are loans and must be repaid. Repayment requirements vary by program.

Federal Direct Student Loan Program

Students registered at least half-time are eligible to borrow funds from the Federal Government to help cover the costs of educational expenses. Subsidized Federal Direct Loans are awarded based on financial need, as determined by the results of the FAFSA. The federal government pays the interest on the loan while the student attends school at least half time, during the grace period, and during periods of deferment or forbearance. Unsubsidized Federal Direct Loans are not awarded based on financial need. Students are responsible for the interest on the loan from the time the loan is issued until it is completely paid. Funded through the Federal Government, the Subsidized Federal Direct Student Loan and Unsubsidized Federal Direct Student Loans currently carry a fixed interest rate that is determined each year, effective on July 1, then remaining fixed for the life of the loan.

The Federal Government reserves the right to change rates and programs without notice.

Federal Parent Loan for Undergraduate Students (FPLUS)

These loans are made to qualified parents of dependent students by the Federal Government. FPLUS loans have a fixed interest rate that is determined each year, effective on July 1, then remaining fixed for the life of the loan. Eligibility is based on an evaluation of the parents' credit by the lender. Parents may be able to borrow up to the difference between the student's educational costs, including living expenses, and other financial aid that the student receives. Repayment begins within 60 days after the final loan disbursement for the academic year.

State Grants

These funds do not have to be repaid.

Some states offer educational loans, grants, and scholarship programs funded by individual state legislatures to help students obtain higher education. The eligibility criteria, amounts, and loan repayment obligations vary according to state regulations. The student financial services department at The Art Institute can help students who are state residents apply for financial aid programs. For more information about state-sponsored financial aid programs in your state, please begin with the following resources:

The Art Institute of Atlanta participates in eligible Georgia state grant/aid programs. See www.GAcollge411.org for potential programs and further information.

College-Sponsored Scholarships

These funds do not have to be repaid.

The Art Institute Scholarship Competition

Partial tuition scholarship to high school seniors and international students graduating in 2019 who demonstrate outstanding ability and commitment to succeed in a creative career. The number of scholarships offered varies and every Art Institutes school may not participate. Please contact your school of interest for detailed scholarship information.

Other College-Sponsored Scholarships

Other college-sponsored scholarships are available at each location to new and continuing students. These may include the Imagine America Scholarship, Family Scholarship, The James Beard Scholarship Foundation, the Fashion Your Future Scholarship, The Bookout Interior Design Scholarship, Congressional Art Competition Scholarship, The Art Institute of Atlanta 50th Anniversary Scholarship, the Campus Leader's Award for Perfect Attendance, , and the United Parcel Service (UPS) Earn and Learn Program. Specific scholarship availability depends on location and eligibility. Please contact the enrollment office for more information.

The Art Institutes National Scholarships

These funds do not have to be repaid.

Students at The Art Institute are eligible for scholarships awarded by several national education associations. Some of these are listed below. The Admissions or Student Financial Services offices can provide more information on these competitions, as well as where to research additional scholarship opportunities.

Other Aid Programs

THE ART GRANT

The Art Institutes system of schools is committed to helping you achieve your education and career goals and helping to put you on the path to a life of creativity. That's why we're offering The Art Grant, which can earn you a grant toward your tuition—at an average of up to 18% of the total tuition amount for bachelor's degree programs and up to 13% for associate's degree programs. The Art Grant rewards you for your progress in school by helping you reduce your college debt and manage the cost of your education.

How to qualify: For every 12 credits earned, as you maintain continuous enrollment and satisfy other eligibility criteria, you earn the grant that will be applied to your tuition. That means a student's first 12-90 credits earned at a participating Art Institutes school can earn the grant—up to 13% of tuition cost. Students who earn 91-180 credits can earn the grant—up to 23% of tuition cost; bachelor's degree candidates can thereby earn an average of up to 18% of their tuition cost. Students attending less than full time can qualify upon achieving 12 credits and meeting the grant requirements.

The ART Grant program may not be used in combination with the Continual Transfer Waiver.

ProStart

High school seniors graduating in 2019 who complete the ProStart program with a C average or above and obtain a certificate of achievement may receive Advance Placement credits to any U.S. school of The International Culinary Schools at The Art Institutes.

National ProStart Invitational

High school seniors graduating in 2020 who are enrolled in a ProStart program are eligible for the National ProStart Invitational Culinary Competition Scholarship (15 available nationwide) and Management Competition Scholarship (15 available nationwide). Competition winners may receive partial tuition scholarships.

1st place: \$10,000 non-renewable tuition scholarship

2nd place: \$7,500 non-renewable tuition scholarship

3rd place: \$5,000 non-renewable tuition scholarship

ProStart State

State level ProStart Scholarships are awarded to high school seniors graduating in 2019 who are first-place winners in ProStart Culinary Arts and Culinary Management competitions in 41 states and the District of Columbia. The number of scholarships awarded varies by state. First-place award is a \$3,000 scholarship, renewable for up to 4 years for a maximum of \$12,000.

Federal College Work Study

These funds are earned.

The Federal Work-Study program provides students the opportunity to meet part of their education expenses by working part-time on- or off-campus. Students can earn up to the amount of their unmet need (the difference between expenses and all resources). A limited number of assignments are available and students must apply and qualify for each position. Not all qualifying students can be provided with a Federal Work-Study position. Priority is given to students with the greatest financial need, as determined by the results of the FAFSA.

Vocational Rehabilitation Programs

Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

Virginia State Approving Agency Statement

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

Veterans Education Act

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit www.gibill.va.gov.

U.S. Departments of Veterans Affairs and Defense Education Benefits

The Art Institute of Atlanta and its branch campus have been approved by the respective veteran state approving agency for the training of veterans and eligible veterans' dependents. Where applicable, utilizing Department of Veterans Affairs education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the [Policies and Procedures section] of the catalog for more information). Students receiving veterans' benefits must report all prior education and training before attending. The Art Institute will evaluate prior credit and accept that which is appropriate. In accordance with South Carolina state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2)

academic terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student's certified attendance to the VA until an evaluation is complete. Students with questions should contact the

Georgia

State Approving Agency
Department of Veterans' Services
Floyd Veterans' Memorial Building, Suite E-970
Atlanta, GA 30334-4800
Phone: 404-656-2306
Fax: 404-657-6276
<http://veterans.georgia.gov/veterans-education-training-division>

Virginia

Department of Veterans Services
State Approving Agency
900 East Main Street
Sixth Floor, West Wing
Richmond, VA 23219
Phone: 804-225-2083
Fax: 804-786-0809
<http://www.dvs.virginia.gov/education-employment/state-approving-agency/>

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following website:
<http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

As a Department of Defense Memorandum of Understanding education institution participant and signatory, The Art Institute are approved for Tuition Assistance. Eligibility for Tuition Assistance varies by military branch. Military spouses may also be eligible to use Department of Defense educational benefits under the Military Spouse Career Advancement Scholarship (MyCAA) program. Service members or military spouses wishing to use Department of Defense education benefits must obtain approval from their respective military branch or the Department of Defense prior to starting the course.

While benefit and eligibility information is provided by The Art Institute, the ultimate approval of a student's ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Student Financial Services department at The Art Institute to learn more about these programs and participation. For additional information, visit
<https://www.artinstitutes.edu/admissions/details/military-benefits>.

VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://benefits.va.gov/gibill/>.

Changes to Tuition and Fee Debt Under the Post-9/11 GI Bill® (Chapter 33) and Other Updates

Under Section 1019 of Public Law 116-315, debts created by student withdrawals after the 100% refund deadline will be billed back to The Art Institute of Atlanta (AiA). AiA will hold Chapter 33 students responsible for this debt. Please read about the changes to tuition and fee debt for Post-9/11 GI Bill® (Chapter 33) students, along with other VA and AiA Policy updates impacting students as of August 1, 2021 in the **Military Brochure that can be found here** <https://www.artinstitutes.edu/military-benefits>.

Veteran and Military Institutional Scholarship Opportunities

The Art Institutes are proud to offer institutional scholarship opportunities to qualifying military and veteran students. Eligibility is based upon current or former military affiliation or relationship to a current military service member. Documentation will be required to prove eligibility. School personnel will be able to advise you regarding available scholarships, eligibility requirements and required documentation.

Military Personnel

The Art Institutes are pleased to offer a military tuition scholarship of 10% to eligible Active Duty, Active and Drilling members of the Reserve and National Guard, and spouse of an active duty service member.

Veterans

Eligible veterans may receive a military tuition scholarship of 10%.

Additional information

For in-depth information, please speak with an Enrollment Counselor at The Art Institutes at 1-855-300-1247.

Minimum Academic Achievement Standards for Student Receiving Department of Defense Tuition Assistance:

In addition to The Art Institute Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of “C” or higher for undergraduate courses, a “B” or higher for graduate courses and a “Pass” for “Pass/Fail” grades. Reimbursement will also be required from the Service member if he or she fails to make up a grade of “I” for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use alternative funding

(such as financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.

The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

Vocational Rehabilitation Programs

For people who have service connected disabilities as determined by the Department of Veterans Affairs, various states offer financial assistance to those who qualify. Contact the Vocational Rehabilitation Office in the state of residence for details.

For detailed and complete information on all financial aid awards, processes, requirements, and deadlines, please refer to the school's current Financial Aid Guide, the Student Consumer Information on the school's website, or contact the Student Financial Services Office directly.

Academic Affairs

CS101 College Success Seminar

All new students transferring with less than 24 college credits are required to complete the CS101 College Success Seminar in their first term. This seminar is designed to help students become more aware of the student support services, school-sponsored events, and learn how to navigate the learning management system. Moreover, this seminar will help students develop study skills and learning strategies, set and achieve academic goals and practice time management.

Students will revisit the concepts first introduced in the Art Institute New Student Orientation modules to reinforce their learning and complete additional assignments focused on effective study skills and learning strategies. The seminar will also include guest speakers, writing assignments, and virtual classroom discussions.

Getting Started: Orientation

Before starting their first quarter, all new students are encouraged to attend Orientation, which includes a presentation on The Art Institute, a presentation by the faculty about academic life and success in college, and a meeting with the Academic Director in the student's program of study. Students also pick up ID cards and complete registration, financial aid arrangements, and also participate in social events. Students receive information about the date and time of Orientation at their respective campus by mail, email, and telephone.

The Faculty

After Orientation, students begin classes and officially embark on their academic careers. Supporting and guiding them at every step are The Art Institute's faculty, many with professional experience in their industries, all enthusiastic about teaching, and all committed to the success of their students. The faculty pride themselves on building close personal relationships with their students.

The faculty and staff maintain an informal, open door policy. They are open to student questions and suggestions and are available to meet with students and student organizations. Students are encouraged to provide feedback on the college's performance through student evaluations and course surveys, which are distributed each quarter.

AVAILABILITY OF FACULTY FOR ADVISING

The availability of faculty for academic or course advising at times outside a course's regularly scheduled class hours is detailed in the syllabus for each course.

The Library

The library at each location serves the study and research needs of the students, faculty, and staff at The Art Institute. At The Art Institute of Atlanta, the library collection includes more than 40,000 items, including books, DVDs, and CD-ROMs, providing resources for all programs of study. Periodical resources include more than 150 paper subscriptions to professional journals and electronic resources include more than 40 full-text databases, accessible through the student portal. The library catalog is available on the Internet at aii.campusguides.com/aia.

The Art Institute of Virginia Beach has more than 6,000 books and 1,200 DVDs, 50 print periodicals, and access to more than 40 full-text databases.

The libraries at all locations offer research assistance to students and faculty, as well as books, periodicals, and other media. In addition, they carry a wide array of royalty-free sound effects, music, motion graphics, and photographs for use in student projects. These resources give students the opportunity to familiarize themselves with the same tools used in their future professions.

While the size and scope of the library at each branch campus is somewhat smaller in keeping with the size of each student body, the library remains a central resource to each college community, with appropriate print and digital media resources, internet and database access, and professional staff.

Academic Freedom of Expression

The Art Institute of Atlanta and The Art Institute of Virginia Beach guarantee academic freedom to their students in the classroom within the parameters of the institutional mission and academic policies and procedures as approved by the applicable licensing and accrediting agencies. Students are afforded freedom in the classroom to express their points of view and conclusions supported by relevant evidence. It is expected that students behave in a manner consistent with their status as members of a community of artists and scholars.

Exhibition of Student Work

Student artwork is very important to The Art Institute. Student work is featured in regular exhibits in the college gallery at all locations. Student work teaches other students and demonstrates the nature and value of the programs. Enrollment Counselors show student work to prospective students, high school teachers, and guidance counselors to demonstrate what The Art Institute students have achieved. Student artwork is also an important part of publications and exhibitions illustrating the programs at The Art Institute. The Art Institute reserves the right to make use of the artwork of its students for such purposes, with student permission.

Academic Advising and Placement

Before his or her first quarter of study, each student meets with a Student and Career Readiness Mentor. Each quarter thereafter, students may meet with a campus advisor, faculty advisor, or with their Program Chair or Program Coordinator. Advisors and faculty help with scheduling and provide guidance to foster progress and success. Specific procedures and schedules for advisement and registration are announced in advance of the registration period.

Course Changes

Programs and courses are periodically revised to keep pace with changing industry needs, standards, equipment, supplies, and resource materials. The Art Institute reserves the right to change course titles, content, or sequencing of courses any time it deems such action necessary to enhance the educational program.

Grading Policy

Repeating courses.

If otherwise eligible, students may retake coursework for one of the following reasons:

Failed the Course: Students who have failed the course and earned no credit hours.

Withdrawn Course: Students who withdraw from a course will receive either a Withdrawal without penalty (W), Withdrawal with penalty (WF), or Failing grade (F). Please refer to the grading section of the Satisfactory Academic Progress Policy for information when a W, WF, F grade will be granted.

Stale Course: By State or Accreditation requirements a student must pass a course within a specific window of time. For example, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.

Meet Progress or Professional Requirements: Students who have successfully completed the course and earned credit hours but are required to improve their grade point average (G.P.A.). For standard term-based programs, the policy, as required by Department of Education regulation, will allow financial aid to cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or G.P.A. to practice upon graduation or progress in the program, per the academic catalog or course requirements published and provided to students. For example, the student passed the course but the grade received is not sufficient for progression. The student receives a C but, in order to graduate, a B or better is required.

Student Records

The Art Institute of Atlanta and its branch locations maintain student records on-site at each campus location in the Registrar's office while the student is actively enrolled in the school. Once the student is no longer enrolled, the student record is secured in an off-site location indefinitely.

Quarter Credit Hour Definition

A quarter credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10-12 weeks, or the equivalent amount of work over a different amount of time;
or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Overview of Baccalaureate Programs

The Bachelor of Fine Arts and Bachelor of Arts degree programs require 180 credit hours and incorporate art foundations, general education, program-specific classes, and electives. In art foundations classes, students have the opportunity to learn fundamental art and design principles and techniques. General education classes are designed to teach students the essential elements of communication, mathematics, history, and science, as well as focusing on art history. Classes in each program are designed to prepare students with the theories, history of the field, skills, and specific techniques necessary for their chosen career field. Electives provide opportunities to explore other disciplines or concentrate on learning advanced techniques. Many programs also include internships for academic credit. The baccalaureate degree programs prepare students to seek entry-level opportunities in their respective fields.

The Bachelor of Science degree programs require 180 credit hours and incorporate classes in general education as well as program-specific classes. General education classes are designed to teach students the essential elements of communication, mathematics, history, and science. Classes in each program are designed to prepare students with fundamental program competencies in Culinary Arts Management, Food & Beverage Management, and Wine, Spirits & Beverage Management. In addition, students have the opportunity to learn skills in management, marketing, human resources, accounting and financial management, technology, business communication, legal issues, customer service, and global management and operations, as they relate to the foodservice industry, with the emphasis varying according to the program of study.

Overview of Associate Degree Programs

The Associate of Arts degree programs require 90 credit hours including general education courses, program-specific classes, and electives. In art foundation classes, students have the opportunity to learn basic art and design principles and techniques. General education classes teach students the essential elements of communication, mathematics, history, and science, as well as focusing on art history (except for Culinary Arts). Classes in each program are designed to prepare students with the theories, skills, and specific techniques necessary for success in their chosen field of study. Electives provide opportunities to explore other disciplines or concentrate on learning advanced techniques.

Associate degree programs are designed to prepare students to seek entry-level opportunities in their respective fields. The Associate of Arts programs are not considered terminal degrees. Some students in an Associate degree program choose to enter a baccalaureate degree program.

Other Information about Degree Programs

As a post-secondary institution, primary emphasis is on instruction. However, students are offered multiple opportunities to engage in public service events, and are encouraged to do so throughout their educational tenure.

Students are encouraged to attend classes year-round, and in some cases are able to complete a baccalaureate degree program in 36 months and a six-quarter associate degree program in 18 to 24 months.

Each course of study is designed to prepare students to seek entry-level positions in the applied and creative arts or in the culinary profession. Curricula are focused on the competencies required by employers in each field, and students are expected to develop a portfolio of their best work. Faculty members regularly review portfolio pieces, challenging students to achieve academic and professional excellence. Culinary students continually refine their skills and techniques under the watchful eyes of chef instructors.

Courses Outside of the Program of Study

At The Art Institute, students are not permitted to take courses outside of their program, that is, courses not required for graduation. For example, a student who needs one course to complete an associate degree program and intends to proceed into a Baccalaureate degree program cannot take Baccalaureate level courses during the final quarter of the associate's degree program. In rare cases where an exception needs to be made, a form must be completed to insure that all parties are aware of the exception.

Academic Enrichment

Internships for Academic Credit

Many upper-level students qualify academically and professionally to work for academic credit as interns with cooperating employers. Internships provide an excellent opportunity to gain practical experience. The deadline to add an internship to a schedule is by the end of the drop/add period. Before starting an internship, students are required to have the approval of their Academic Director, who reviews:

1. the quality of experience likely to be gained,
2. the employer's ability and willingness to fulfill the program's educational objectives, and
3. the student's previous professional involvement and level of academic success.

Credit is based on an evaluation of work completed during the internship. Final internship grades are based on reports from cooperating employers on students' performance, attendance, and related projects assigned by The Art Institute faculty. Internships may be paid or unpaid. Students in F-1 non-immigrant status cannot take paid internships without prior approval of Designated School Official. For more information on internships, contact the Academic Director for the student's program.

Other Opportunities

Programs for High School Students: Summer Studio

Each summer, high school students may spend a week learning skills in a program area, creating projects, and getting a sample of a career field in the college's summer workshop. Call the Admissions Office at The Art Institute of Atlanta or its branch campus for more information about the summer workshop or visit The Art Institute's Web site.

College Bound

College Bound is a year round program offered at all The Art Institutes locations. The program allows high school juniors and seniors to take college-level foundational course work relating to fashion, design, and media arts. Courses typically on campus on Saturday mornings for 11 weeks. A summer intensive program is also offered on campus.

Students who successfully complete a course receive a Certificate of Completion and are able to invite their friends and family to an online showcase highlighting their portfolio of work and achievement. Students also have the opportunity, upon enrollment with The Art Institute, to request proficiency credit for the equivalent course. Completion

of each course can prepare students to request up 3 or 4 proficiency credits toward their degree program, depending on their enrollment location and program selection.

While College Bound courses are offered as non-credit, it is the exact college level course you would take otherwise, taught by a credentialed The Art Institute faculty member. College Bound is challenging and rigorous but can help prepare students to begin their creative arts education ahead of their peers.

Student Affairs

Student Activities

There are many opportunities for social and cultural activities at The Art Institute of Atlanta and its branch campus. Students can enjoy cook-outs, festivals, and performances from slam poetry to a dance team, hiking and white-water rafting, and trips to art exhibits and cultural activities, as well as international dinners. Activities vary by location; contact the Admissions Office in the campus of your choice for specific information.

Student and Professional Organizations

Student and professional organizations are an excellent way for students to grow personally and professionally, as well as a way to get involved in the decision-making process at the college. Membership in field-related societies and groups gives students the opportunity to network with industry professionals, take part in educational programs, and get involved in community outreach projects. Students are encouraged to get involved with student and professional organizations.

Campuses have professional organizations specific to their academic majors and student clubs for many majors and interests. For more information about the groups on your campus, please stop by the Student Affairs Office or check the list posted on the student portal under Student Affairs.

In addition to the professional organizations and clubs, each campus has student groups for many majors and interests.

Student Ambassadors

The role of the Student Ambassador combines leadership and service. As members of a highly respected student organization, Student Ambassadors assist new students in their adjustment to the college during Orientation and serve as hosts to important visitors.

Students who wish to become Student Ambassadors must meet a minimum CGPA, be enrolled 12 or more quarter credit hours, and be in the second quarter of study or above. Applications are available in the Student Affairs office, which can also provide the specific requirements at a particular campus. Participation in the Student Ambassador organization is available at The Art Institute of Atlanta and The Art Institute of Virginia Beach.

Notice of The Art Institute of Atlanta and its Branch Campus Policies to Comply with the Higher Education Opportunity Act of 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law.

A violation of the institution's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging

from \$750 to \$30,000 per work for a non-willful infringement and up to \$150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys' fees. The government also can file criminal charges that can result in fines and imprisonment.

The Art Institute's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system. The Art Institute's policies prohibit use of The Art Institute's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files), without permission.

STUDENT CONDUCT POLICY

Section I – Guiding Principles

The Art Institute of Atlanta and its branch campus recognizes its students as responsible and dedicated men and women who are preparing for career employment. An integral part of their career and professional development is the expectation that they conduct themselves during the education process in the same manner as will be expected in all employment situations. As members of the institution's community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, the institution provides guidance to students regarding those standards of student conduct and behavior considered essential to its educational mission. This policy also provides guidance regarding the types of conduct that infringe upon the fulfillment of the Institute's mission.

Section II - Scope

This Student Conduct Policy applies to all students and student organizations at the institution.

Section III - Reach

The Student Conduct Policy shall apply to student conduct that occurs on campus premises including online platforms, at campus-sponsored activities, or at student organization sponsored events. At the discretion of the Chief Conduct Officer (Regional Dean of Student Success, Academic Affairs Office or a delegate as appointed by the President or Campus Leader), the policy also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial institutional or campus interest and potentially violates an institutional or campus policy.

Section IV - Responsibilities of Dual Membership

Students are both members of the campus community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the campus and to other individuals who make up the community. By enforcing the Student Conduct Policy, the campus neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the campus will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action.

Section V - Disciplinary Offenses

The offenses listed below are given as examples only. Other conduct not specifically included on this list maybe sanctioned.

Scholastic Dishonesty:

- Plagiarism
- Cheating on assignments or examinations
- Engaging in unauthorized collaboration on academic work

- Taking, acquiring, or using test materials without faculty permission
- Submitting false or incomplete records of academic achievement
- Altering, forging, or misusing a college academic record
- Fabricating or falsifying data, research procedures, or data analysis
- Deceiving the campus and/or its officials

Misuse or Abuse of Campus Assigned Email Address or Log-in Information

- Sharing a username or password for any campus assigned system with any student or non-student individual
- Logging-in to a campus assigned system with the intention to display classroom environment to other student or non-student individuals
- Allowing an individual access to post information in the on line environment on your behalf or with the intention of impersonation.
- Sharing or giving access to the student portal to other students or non-student individuals (unless designated for training purposes at the direction of a campus official)

Illegal or Unauthorized Possession or Use of Weapons

- Possession or use of firearms, explosives, fireworks, ammunition, dangerous chemicals (including mace) or other weapons, likenesses of weapons, on campus property, or at campus sponsored functions, except where possession is required by law.

Sexual Assault or Nonconsensual Contact

- Any form of unwanted sexual attention or unwanted sexual contact. (See the Sexual Harassment Policy for more detail. For all cases covered by the Sexual Harassment Policy, the investigation and disciplinary procedures outlined in that policy shall govern.)

Threatening, Violent or Aggressive Conduct

- Assault, battery, or any other form of physical abuse of a student or campus employee.
- Fighting or physical altercation.
- Conveyance of threats by any means of communication including, but not limited to, threats of physical abuse and threats to damage or destroy campus property or the property of other students or institutional employees.
- Any conduct that threatens the health or safety of one's own self or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student.

Theft, Property Damage, and Vandalism

- Theft, attempted theft, vandalism/damage, or defacing of campus property, campus controlled property or the property of another student, faculty, staff member, or guest.
- Extortion.
- Setting fires, tampering with fire safety and/or firefighting equipment.

Disruptive or Disorderly Conduct

Disruptive behavior, such as, interference with the normal operations of the campus (i.e., disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic or other activities). Engaging in behavior that substantially or repeatedly interrupts either the faculty's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

- Written or verbal acts or uses of technology, which have the effect of disrupting the online classroom learning environment.
- Use of cell phones and pagers during scheduled classroom times. Disorderly, lewd, indecent, or obscene conduct
- Disruptive attire, including but not limited to any type of clothing, gang colors, gang symbols or materials worn or brought onto the premises by any student or guest deemed to be lewd, indecent or obscene as determined by campus officials.
- Breach of peace on institutional property or at any campus-sponsored or supervised program.
- Any on campus, online, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of the campus and/or its reputation.

Illegal or Unauthorized Possession or Use of Drugs or Alcohol

- Use, sale, possession or distribution of illegal or controlled substances, drug or drug paraphernalia on institutional property or at any function sponsored or supervised by the campus.
- Being under the influence of illegal or controlled substances on institutional property or at any campus function.
- Use, sale, possession, or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the campus.
- Being under the influence of alcohol on institutional property or at any campus function is also prohibited.

Verbal Assault, Defamation and Harassment, Verbal Abuse of a Student or Employee

- Harassment by any means of any individual, including coercion and personal abuse, including, but is not limited to, written or verbal acts or uses of technology, which have the effect of harassing or intimidating a person.
- Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability or any other criteria protected by state, federal or local law.

Hazing

- Any form of "hazing" and any act that endangers the safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. "Hazing" includes any method of initiation or pre-initiation into a student club or any pastime or amusement engaged in with respect to such a club that causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending the institution.

Falsification

- Willfully providing campus officials with false, misleading, or incomplete information.
- Forgery, falsification, alteration, or misuse of documents, records, or identification with the intent to injure, defraud, or misinform.

Abuse of the Campus Disciplinary Hearing process including but not limited to:

- Failure to obey the summons of a disciplinary body or campus official.
- Falsification, distortion, or misrepresentation of information before a disciplinary body or campus official.
- Disruption or interference with the orderly conduct of a disciplinary proceeding.
- Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.
- Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.
- Failure to comply with the sanction(s) imposed under the Student Conduct Policy.
- Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

Unauthorized Use or Misuse of Campus Facilities

- Unauthorized entry into, unauthorized use of, or misuse of campus property, including computers and data and voice communication networks.

Violation of Federal or State Laws

- Violation of federal, state, or local laws and rules and regulations on campus property or at campus-sanctioned or campus-sponsored functions.
- Students must disclose any criminal conviction received while a student to the Regional Dean of Student Success within five days of the conviction who will determine whether, due to the nature of the crime, the conviction constitutes a violation of the Student Conduct Policy.

Insubordination

- Persistent or gross acts of willful disobedience or defiance toward campus personnel.
- Failure to comply with direction of campus officials, faculty, staff, or security officers who are acting in the performance of their duties.
- Failure to exit during fire drill.
- Failure to identify oneself when on campus property or at a campus-sponsored or supervised functions, upon request of any campus official acting in the performance of his/her duties.

Violations of Institutional or Campus Rules

- Violations by guest of a student on campus property. Students are responsible for the actions of their guests.
- Violation of campus safety regulations, including but not limited to, setting fires, tampering with fire safety and/or firefighting equipment, failure to exit during fire drill, turning in false fire alarms, and bomb threats.

- Smoking in classrooms or other campus buildings or areas unless designated as a smoking area.
- Any violation of institutional policies on the responsible use of technology, including but not limited to:
 - The theft or abuse of computer, email, Internet, or Intranet resources
 - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose
 - Unauthorized transfer of a file
 - Unauthorized downloading of copyrighted materials in violation of law
 - Unauthorized use of another individual's identification and/or password
 - Use of computing facilities to interfere with the work of another student, faculty member, or campus official
 - Use of computing facilities to send obscene or abusive messages
 - Use of computing facilities to interfere with normal operation of the campus computing system
 - Failure to satisfy institutional financial obligations.

The above list is illustrative only, and the institution may sanction other conduct not specifically included on this list.

Section VI - Sanctions

The institution and/or respective campus may impose sanctions for violations of the Student Conduct Policy. The type of sanction imposed may vary depending upon the seriousness of the violation(s). The institution and/or respective campus reserves the right to immediately impose the most severe sanction, if circumstances merit.

Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the Student Conduct Policy:

1. Warning: A notice in writing that a student has failed to meet some aspect of the institution's standards and expectations.
2. Probation: Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Chief Conduct Officer or his/her delegate defines the terms of probation.
3. Discretionary Sanctions: The student may be required to complete an educational service, attend classes specific to the violation, provide a doctor's release, or have restricted privileges.
4. Suspension: Separation of the student from the campus for a pre-determined period of time. The student may be able to return to campus once specified conditions for readmission are met. The student may not attend classes, use campus facilities, participate in or attend campus activities, or be employed by the institution or campus during his/her suspension.
5. Expulsion: The student will be expelled from the institution immediately. The student will not be permitted to continue his or her studies at the campus and may not return to the campus or participate in activities at any time or for any reason. A separate notation is necessary if the student is not allowed to apply to any other Art Institute in the system.
6. Restitution: Compensation for loss or damage to property leased, owned, or controlled by the institution or campus. This may take the form of monetary or material replacement.

The above list is only a general guideline. Some sanctions may be omitted, and other sanctions not listed above may be used.

Section VII – Disciplinary Procedures

Complaint

Any member of the campus community may file a complaint against any student for misconduct or for otherwise being in violation of institutional or campus policies.

1. The complaint shall be prepared in writing or in an incident report and directed to the Chief Conduct Officer or his/her delegate.
2. The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim, offender, and any witness(es) may be included.
3. Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

The Chief Conduct Officer or his/her delegate may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Conduct Policy, and to impose sanctions for such violations.

Generally, the accused should be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless the campus determines that the circumstances do not warrant disclosure of some or all of the facts.

Search of Student's Property

Students have no expectation of privacy in their personal property while on campus. The campus reserves the right to search the contents of students' personal property or belongings at any time and for any reason, including when there is reasonable suspicion on the part of the campus staff that a risk to the health, safety, or welfare of students, and/or the campus community exists and including searches pursuant to an investigation of potential wrong doing. This includes, but is not limited to, vehicles brought onto property leased, owned, or controlled by the campus, backpacks, portfolios, and clothing. This policy also applies to student, student e-mail, and/or computers.

Notification and Determination of Violations that Warrant Disciplinary Meeting

1. The Chief Conduct Officer or a delegate may choose to conduct a disciplinary meeting. Potential attendees include a student or students, the Chief Conduct Officer or his/her delegate, and others who may have relevant information. The student should receive advance notice of the allegations and the reason for the meeting.
2. After the meeting, the Chief Conduct Officer or his/her delegate will determine whether it is more likely than not that a violation occurred, may render and communicate the decision to the student in writing, which shall describe the violation and the sanctions imposed, if any, and the student's right to appeal. If the Chief Conduct Officer determines that there was no violation, that decision may be documented in writing to the student as well.
3. If a student fails to appear for the meeting, the Chief Conduct Officer or his/her delegate may make a determination of violations of institutional policy on the basis of the information available, and impose sanctions for such violations.

Notification and Determination of Violations that Warrant Disciplinary Hearing or Panel

In some cases involving serious violations, the Chief Conduct Officer or his/her delegate, hereby referred to as "Hearing Officer", in his or her sole discretion, may choose to assemble a Disciplinary Panel to adjudicate the process.

1. The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Administrative Interim Suspension until the Disciplinary Panel is convened as detailed within the section entitled Administrative Interim Suspension.
3. The student should receive advance notice of the allegations and the reason for the meeting. A student may forgo attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel.
4. Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal

hearing. Therefore, legal counsel is not allowed at the hearing.

5. The student may be accompanied by one person (family member, friend, etc.) to provide support, however any such person will not be permitted to provide testimony during the hearing. The Disciplinary Panel may prohibit from attending or remove any person who disrupts the proceedings of the committee.

6. In hearings involving more than one student, the Hearing Officer, at his or her discretion, may permit the hearing concerning each student to be conducted separately.

7. The Disciplinary Panel may hear from any person who may have relevant information. The Disciplinary Panel may review any documents presented to them. Pertinent records, documents and written statements may be considered by the Hearing Officer at his/her discretion. The Disciplinary Panel may ask questions and may seek information not provided to it.

8. The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Disciplinary Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.

9. After the hearing, the Hearing Officer will issue a written decision to the accused student which identifies the accusations and the Disciplinary Panel's conclusions, any sanctions, and the student's right of appeal.

10. In general, the accused will have access to the documentation reviewed by the Disciplinary Panel, however identifying names and information may be removed from the documentation when necessary to protect other student's privacy rights.

Disciplinary Panel

A Disciplinary Panel may consist of members of the institutional Executive Committee, staff, faculty, or student body. When students are permitted on the Disciplinary Panel, the accused student should sign a form granting permission to release his/her educational records to a student serving on the Disciplinary Panel. Failure to sign the permission constitutes an agreement to having no student on the Disciplinary Panel.

Administrative Interim Suspension

Students may be administratively suspended on an Interim basis when:

1. Serious allegations, which may threaten campus safety or wellbeing, are being investigated;
2. Serious allegations, which may threaten campus safety or wellbeing, are pending before a disciplinary panel;
3. When a student potentially poses a threat of harm to him/her self, others, campus property, or a member of the campus community.

During the Interim Suspension, students are denied access to the campus (including classes, labs, library) and/or all other campus activities or privileges for which the student might otherwise be eligible, as the Chief Conduct Officer or his/her designee may determine to be appropriate.

This Interim Suspension period should last no longer than three business days unless circumstances warrant an extension of the Interim Suspension. Best efforts will be utilized to minimize the length of any Interim Suspension.

The Interim Suspension is not to be considered disciplinary, but it is a tool to separate potential adversaries until a reasoned decision can be made.

Section VIII – Appeal Procedures

Students have a right to appeal disciplinary actions when they believe there are extenuating circumstances or believe themselves to have been treated in an arbitrary or biased fashion or without adherence to the institutional policy and procedures.

- During an appeal, the student should continue to obey the terms of the decision, i.e., a student who has been suspended from the campus may not be on campus property.

- The student must write a letter of appeal in the student's own words, addressed to the President or Campus Leader or his/her delegate. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to the institutional policy and procedures, and provide any supporting documentation. The letter must be delivered to the President or Campus Leader his/her delegate within seven calendar days following the student's receipt of the decision.
- The student should provide documentation to support the basis of the appeal.
- The President or Campus Leader his/her delegate may appoint an ad hoc Appeal Committee to review appeals and make a recommendation regarding disposition of the appeal within thirty calendar days of the date of receipt of the appeal. This Appeal Committee will be comprised of faculty or staff members not involved in making the initial disciplinary decision.
- The President or Campus Leader and/or the Appeal Committee may decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student will be expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The student making the appeal may be provided an opportunity to address the Appeal Committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer; however, any such person will not be permitted to provide testimony during the hearing. The Appeal Committee may prohibit from attending or remove any person who disrupts the proceedings of the Committee.
- The Appeal Committee hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the Appeal Committee will report to the President or Campus Leader his/her delegate with its recommendation following its review of the appeal. The President or Campus Leader his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. This decision will be final.

BULLYING, CYBERBULLYING, AND HAZING POLICY

Bullying, cyberbullying, and hazing of students or student groups is strictly prohibited. Bullying is defined as acts of unwanted, repetitive, and /or aggressive behaviors that intimidate, intentionally harm, attack, or control another person physically, emotionally, or socially. Cyberbullying is defined as instances of bullying that take place using electronic technology, which may include devices and equipment, such as cell phones, computers, and tablets, as well as communication tools, including social media sites, text messages, chat, and websites. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

Individuals and/or student clubs that force, require, and/or endorse violations of this policy will be held directly responsible according to the student code of conduct and, if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should follow the student complaint process. The negligence or consent of a student or any assumption of risk by the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the institutional community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

NO HARASSMENT POLICY

The Art Institute is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Harassment Policy.)

Sexual Harassment Policy

I. Policy Statement

Consistent with The Art Institutes International LLC' ("AI") Non-Discrimination Notice and the U.S. Department of Education's implementing regulations for Title IX of the Education Amendments of 1972 ("Title IX") (see 34 C.F.R. § 106 *et seq.*), AI prohibits Sexual Harassment that occurs within its education programs and activities.

As further defined herein, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

Administrators, faculty members, staff, students, contractors, guests, and other members of the AI community who commit Sexual Harassment are subject to the full range of AI discipline including verbal reprimand; written reprimand; mandatory training, coaching, or counseling; mandatory monitoring; partial or full probation; partial or full suspension; fines; permanent separation from the institution (i.e., termination or dismissal); physical restriction from AI property; cancellation of contracts; and any combination of the same.

AI will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to AI's education programs and activities.

II. Scope

This policy applies to Sexual Harassment that occurs within AI's Education Programs and Activities and that is committed by an administrator, faculty member, staff, student, contractor, guest, or other member of the AI community.

This policy does not apply to Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of AI's Education Programs and Activities; such Sexual Misconduct may be prohibited by other AI policies and standards.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in AI's Education Programs and Activities, such as a study abroad program. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, the Faculty Handbook if committed by a faculty member, or other AI policies and standards if committed by an employee.

III. Definitions

- A.** "Sexual Harassment" is conduct on the basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking.

- B.** “Quid Pro Quo Sexual Harassment” is an employee of AI conditioning the provision of an aid, benefit, or service of AI on an individual’s participation in unwelcome sexual contact.
- C.** “Hostile Environment Sexual Harassment” is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to AI’s education programs and activities.
- D.** “Sexual Assault” includes the sex offenses of Rape, Sodomy, Sexual Assault with an Object, Fondling, Incest, and Statutory Rape.¹
1. “Rape” is the carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. There is “carnal knowledge” if there is the slightest penetration of the vagina or penis by the sexual organ of the other person. Attempted Rape is included.
 2. “Sodomy” is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 3. “Sexual Assault with an Object” is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. An “object” or “instrument” is anything used by the offender other than the offender’s genitalia.
 4. “Fondling” is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 5. “Incest” is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by applicable law.
 6. “Statutory Rape” is sexual intercourse with a person who is under the statutory age of consent as defined by applicable law.
- E.** “Domestic Violence” is felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under applicable domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person’s acts under applicable domestic or family violence laws.

¹ AI’s definition of “Sexual Assault” is mandated by federal regulations implementing Title IX of the Education Amendments of 1972. Those regulations require AI to adopt a definition of “Sexual Assault” that incorporates various forcible and non-forcible sex crimes as defined by the FBI’s Uniform Crime Reporting System. See 34 C.F.R. § 106.30(a).

- F.** “Dating Violence” is violence committed by a person –
1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. Where the existence of such a relationship will be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- G.** “Stalking” is engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- Fear for their safety or the safety of others; or
 - Suffer substantial emotional distress.
- H.** “Consent” refers to words or actions that a reasonable person in the perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is Incapacitated is not capable of giving Consent.
- I.** “Incapacitated” refers to the state where a person does not appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition or disability, or due to a state of unconsciousness or sleep.
- J.** “Retaliation” is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.
- K.** “Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
- L.** “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.
- M.** “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that AI investigate the allegation of Sexual Harassment in accordance with this policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in AI’s education programs and activities. A “document filed by a Complainant” means a document or electronic submission (such as an email) that contains the Complainant’s physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.
- N.** “Supportive Measures” are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or

preserve equal access to AI's Education Programs and Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or AI's education environment, or to deter Sexual Harassment. Supportive measures may include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar measures. Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.

- O. "Education Programs and Activities" refers to all the operations of AI, including, but not limited to, in-person and online educational instruction, employment, research activities, extracurricular activities, dining services, performances, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on other property owned or occupied by AI. It also includes off-campus locations, events, or circumstances over which AI exercises substantial control over the Respondent and the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by AI.

IV. UNDERSTANDING HOSTILE ENVIRONMENT SEXUAL HARASSMENT

In determining whether a hostile environment exists, AI will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the Complainant; the nature and severity of the conduct at issue; the frequency and duration of the conduct; the relationship between the parties (including accounting for whether one individual has power or authority over the other); the respective ages of the parties; the context in which the conduct occurred; and the number of persons affected. AI will evaluate the totality of circumstances from the perspective of a reasonable person in the Complainant's position. A person's adverse subjective reaction to conduct is not sufficient, in and of itself, to establish the existence of a hostile environment.

AI encourages members of the AI Community to report any and all instances of Sexual Harassment, even if they are unsure whether the conduct rises to the level of a policy violation.

Some specific examples of conduct that may constitute Sexual Harassment if unwelcome include, but are not limited to:

- Unreasonable pressure for a dating, romantic, or intimate relationship or sexual contact
- Unwelcome kissing, hugging, or massaging
- Sexual innuendos, jokes, or humor
- Displaying sexual graffiti, pictures, videos, or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- E-mail and Internet use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails, text messages, or social media posts
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship
- Insulting, demeaning, or degrading another person based on gender or gender stereotypes

V. Understanding Consent and Incapacitation

A. Consent

Lack of consent is a critical factor in determining whether Sexual Harassment has occurred. As defined above, consent is a mutual, voluntary, and informed agreement to participate in specific sexual acts with another person that is not achieved through manipulation, Force or Coercion of any kind, and requires having cognitive ability to agree to participate. Consent requires an outward demonstration, through mutually understandable words, conduct or action, indicating that an individual has freely chosen to engage in the specific sexual acts. A verbal “no” constitutes lack of consent, even if it sounds insincere or indecisive.

Impairment or incapacitation due to alcohol and/or drug use, permanent/ temporary psychological or physical disability, and being below the age of consent (age 16) are factors which detract from or make consent impossible.

Silence or an absence of resistance does not imply consent, and consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Even in the context of an ongoing relationship, consent must be sought and freely given for each specific sexual act. Consent may be withdrawn at any time. When consent is withdrawn, sexual activity must immediately stop.

B. Incapacitation

Incapacitation is a state where an individual cannot make an informed and rational decision to consent to engage in sexual contact because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the “who, what, where, when, why or how” of the sexual interaction) and/or is physically or mentally helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual contact is occurring.

Incapacitation can only be found when the Respondent knew or should have known that the Complainant was incapacitated when viewed from the position of a sober, reasonable person. One’s own intoxication is not an excuse for failure to recognize another person’s incapacitation.

Incapacitation may result from the use of alcohol and/or other drugs; however, consumption of alcohol or other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation. Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drugs varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual’s:

- Decision-making ability
- Awareness of consequences
- Ability to make informed judgments
- Capacity to appreciate the nature of circumstances of the act.

No single factor is determinative of incapacitation. Some common signs that someone may be incapacitated include slurred speech, confusion, shaky balance, stumbling or falling down, vomiting, and unconsciousness.

VI. Reporting Sexual Harassment

Any person may report Sexual Harassment to the Title IX Coordinator. Reports may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the

person's verbal or written report. In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

The name and contact information for the Title IX Coordinator is:

Nicole Schell Director of the Office of Student Resolution, Title IX Coordinator
412-588-1679
nschell@aia.edu

In addition to reporting to the Title IX Coordinator, any person may report Sexual Harassment to any AIA employee with managerial authority over other employees, including campus presidents, campus directors, deans, department heads, unit supervisors, and other managers (collectively "Reporting Officials") who must promptly forward such report of Sexual Harassment to the Title IX Coordinator.

All employees who are not Reporting Officials are strongly encouraged to notify the Title IX Coordinator of any reports of Sexual Misconduct.

VII. Special Advice for Individuals Reporting Sexual Assault, Domestic Violence, Dating Violence, or Stalking

If you believe you are the victim of Sexual Assault, Domestic Violence, or Dating Violence, do everything possible to preserve evidence by making certain that the incident scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. For those who believe that they are victims of Sexual Assault, Domestic Violence, or Dating Violence, AIA recommends the following:

- Get to a safe place as soon as possible.
- Try to preserve all physical evidence of the crime—avoid bathing, using the toilet, rinsing one's mouth or changing clothes. If it is necessary, put all clothing that was worn at the time of the incident in a paper bag, not a plastic one.
- Do not launder or discard bedding where the assault occurred- preserve for law enforcement
- Preserve all forms of electronic communication that occurred before, during, or after the assault
- Contact law enforcement by calling 911.
- Get medical attention - all medical injuries are not immediately apparent. This is also necessary to collect evidence in case the individual decides to press charges. Local hospitals have evidence collection kits necessary for criminal prosecution should the victim wish to pursue charges. Take a full change of clothing, including shoes, for use after a medical examination.
- Contact a trusted person, such as a friend or family member for support.
- Talk with a professional licensed counselor, or local health support service who can help explain options, give information, and provide emotional support.
- Make a report to the Title IX Coordinator.
- Explore this policy and avenues for resolution under the Title IX Grievance Process.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. Such evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence. This type of non-physical evidence will also be useful in all types of Sexual Harassment investigations.

Once a report of Sexual Assault, Domestic Violence, Dating Violence, or Stalking is made, the victim has several options such as, but not limited to:

- obtaining Supportive Measures
- contacting parents or a relative
- seeking legal advice

- seeking personal counseling (always recommended)
- pursuing legal action against the perpetrator
- filing a Formal Complaint
- requesting that no further action be taken

VIII. Preliminary Assessment

Upon receipt of a report made pursuant to Section VI, the Title IX Coordinator will conduct a preliminary assessment to determine:

- Whether the conduct, as reported, falls or could fall within the scope of the policy specified in Section II; and
- Whether the conduct, as reported, constitutes or could constitute Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of the policy, and/or could not constitute Sexual Harassment, even if investigated, the Title IX Coordinator will close the matter and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act ("FERPA"). The Title IX Coordinator may refer the report to other AI offices, as appropriate.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of the policy, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator will proceed to contact the Complainant as specified in Section IX.

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if such identity is not apparent from the report.

IX. Contacting the Complainant

If a report is not closed as a result of the preliminary assessment specified in Section VIII and the Complainant's identity is known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability of Supportive Measures specified in Section X; to discuss and consider the Complainant's wishes with respect to such Supportive Measures; to inform the Complainant of the availability of such Supportive Measures with or without filing a Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint. The Complainant will also be provided options for filing complaints with the local police and information about resources that are available on campus and in the community.

X. Supportive Measures

If a report is not closed as a result of the preliminary assessment specified in Section VIII, AI will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal Complaint, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and AI will offer and make available Supportive Measures to the Respondent in the same manner in which it offers and makes them available to the Complainant. AI will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Formal Complaint, if the Respondent requests such measures.

AI will maintain the confidentiality of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair AI's ability to provide the Supportive Measures in question.

XI. Interim Removal

At any time after receiving a report of Sexual Harassment, the Title IX Coordinator may remove a student Respondent from AI's education programs and activities on a temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the interim removal.

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, AI may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process specified in Sections XVI and XVII.

For all other Respondents, including independent contractors and guests, AI retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

XII. Formal Complaint

A Complainant may file a Formal Complaint with the Title IX Coordinator requesting that AI investigate and adjudicate a report of Sexual Harassment in accordance with the provisions of Sections XVI and XVIII. Provided, however, that at the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of AI's education programs or activities.

A Complainant may file a Formal Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified in Section VI above. No person may submit a Formal Complaint on the Complainant's behalf.

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of AI if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the AI Community. Factors the Title IX Coordinator may consider include (but are not limited to): (a) was a weapon involved in the incident; (b) were multiple assailants involved in the incident; (c) is the accused a repeat offender; and (d) does the incident create a risk of occurring again.

If the Complainant or the Title IX Coordinator files a Formal Complaint, then AI will commence an investigation as specified in Section XVI and proceed to adjudicate the matter as specified in Section XVIII. In all cases where a Formal Complaint is filed, the Complainant will be treated as a party, irrespective of the party's level of participation.

In a case where the Title IX Coordinator files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes.

XIII. Consolidation of Formal Complaints

AI may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other

party, where the allegations of Sexual Harassment arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment.

XIV. Dismissal Prior to Commencement of Investigation

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:

- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy specified in Section II (i.e., because the alleged conduct did not occur in AI’s Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed pursuant to this Section XIV, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section XX. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other AI offices, as appropriate. A dismissal pursuant to this Section XIV is presumptively a final determination for purposes of this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XV. Notice of Formal Complaint

Within five (5) days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

- A physical copy of this policy or a hyperlink to this policy;
- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;
- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in Section XXI.
- Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in Section XVI.D.
- Notifying the Complainant and Respondent of AI’s prohibitions on retaliation and false statements specified in Sections XXXIII and XXXIV.
- Information about resources that are available on campus and in the community.

Should AI elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, AI will provide a supplemental written notice describing the additional allegations to be investigated.

XVI. Investigation

A. Commencement and Timing

After the written notice of Formal Complaint is transmitted to the parties, an investigator selected by the Title IX Coordinator will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory and exculpatory evidence. The burden of gathering evidence sufficient to reach a determination in the adjudication lies with AI and not with the parties. The investigation will culminate in a written investigation report, specified in Section XVI.E, that will be submitted to the adjudicator during the selected adjudication process. Although the length of each investigation may vary depending on the totality of the circumstances, AI strives to complete each investigation within thirty (30) to forty-five (45) days of the transmittal of the written notice of Formal Complaint.

B. Equal Opportunity

During the investigation, the investigator will provide an equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory evidence. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references and do not have information relevant to the allegations at issue, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant, as specified in Section XXIII. The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to resolution of the allegations in the Formal Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

C. Documentation of Investigation

The investigator will take reasonable steps to ensure the investigation is documented. Interviews of the parties and witnesses may be documented by the investigator's notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will be determined by the investigator in the investigator's sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.

D. Access to the Evidence

At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the Investigating Officer will transmit to each party and their advisor, in either electronic or hard copy form, all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence AI may choose not to rely on at any hearing and inculpatory or exculpatory evidence whether obtained from a party or some other source. Thereafter, the parties will have ten (10) days in which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report.

The parties and their advisors are permitted to review the evidence solely for the purposes of this grievance process and may not duplicate or disseminate the evidence to the public.

E. Investigation Report

After the period for the parties to provide any written response as specified in Section XIII.D has expired, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

XVII. Adjudication Process Selection

After the investigator has sent the investigation report to the parties, the Title IX Coordinator will transmit to each party a notice advising the party of the two different adjudication processes specified in Section XVIII. The notice will explain that the hearing process specified in Section XVIII.A is the default process for adjudicating all Formal Complaints and will be utilized unless both parties voluntarily consent to administrative adjudication as specified in Section XVIII.B as a form of informal resolution. The notice will be accompanied by a written consent to administrative adjudication and will advise each party that, if both parties execute the written consent to administrative adjudication, then the administrative adjudication process will be used in lieu of the hearing process. Parties are urged to carefully review this policy (including the entirety of Section XVIII), consult with their advisor, and consult with other persons as they deem appropriate (including an attorney) prior to consenting to administrative adjudication.

Each party will have three (3) days from transmittal of the notice specified in this Section XVII to return the signed written consent form to the Title IX Coordinator. If either party does not timely return the signed written consent, that party will be deemed not to have consented to administrative adjudication and the Formal Complaint will be adjudicated pursuant to the hearing process.

XVIII. Adjudication

A. Hearing Process

The default process for adjudicating Formal Complaints is the hearing process specified in this Section XVIII.A. The hearing process will be used to adjudicate all Formal Complaints unless both parties timely consent to administrative adjudication as specified in Section XIV above.

1. Hearing Officer

After selection of the hearing process as the form of administrative adjudication, the Title IX Coordinator will promptly appoint a hearing officer who will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing officer is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in Section XVI.D.

2. Hearing Notice and Response to the Investigation Report

After the hearing officer is appointed by the Title IX Coordinator, the hearing officer will promptly transmit written notice to the parties notifying the parties of the hearing officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; and setting a date and time for the hearing. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this Section XVIII.A.2.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in Section XXIII, or for any other reason;
- A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing officer;
- A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer;
- Any request that the parties be separated physically during the pre-hearing conference and/or hearing;
- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;
- If the party does not have an advisor who will accompany the party at the hearing, a request that AI provide an advisor for purposes of conducting questioning as specified in Section XVIII.A.5.

A party's written response to the investigation report may also include:

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence; and
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

3. Pre-Hearing Conference

Prior to the hearing, the hearing officer will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the pre-hearing conference will be conducted with the hearing officer, the parties, the advisors, and other necessary AI personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing officer will discuss the hearing procedures with the parties; address matters raised in the parties' written responses to the investigation report, as the hearing officer deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing officer determines, in the hearing officer's discretion, should be resolved before the hearing.

4. Issuance of Notices of Attendance

After the pre-hearing conference, the hearing officer will transmit notices of attendance to any AI employee (including administrator, faculty, or staff) or student whose attendance is requested at the hearing as a witness. The notice will advise the subject of the specified date and time of the hearing and advise the subject to contact the hearing officer immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

AI will not issue a notice of attendance to any witness who is not an employee or a student.

5. Hearing

After the pre-hearing conference, the hearing officer will convene and conduct a hearing. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the advisors, witnesses, and other necessary AI personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the rulings from the hearing officer will govern the particulars of the hearing, each hearing will include, at a minimum:

- Opportunity for each party to address the hearing officer directly and to respond to questions posed by the hearing officer;
- Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility;
- Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing officer and a reason for the ruling provided;
- Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect;
- Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing officer, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing officer, the Title IX Coordinator, and other necessary AI personnel.

With the exception of the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them pursuant to Section XIII.D.

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing officer.

Subject to the minimum requirements specified in this Section XVIII.A.5, the hearing officer will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing, and questions of admissibility. The hearing officer will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rationale for any evidentiary rulings.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. The hearing officer will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in this Section XVIII.A.5 are met.

6. Subjection to Questioning

In the event that any party or witness refuses to attend the hearing, or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether given during the investigation or during the hearing, will not be considered by the hearing officer in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing officer may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

In applying this Section XVIII.A.6, the hearing officer will not draw an inference about the determination regarding responsibility based solely on a party or a witness's absence from the live hearing and/or refusal to submit to questioning by the parties' advisors.

7. Deliberation and Determination

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operation of Section XVIII.A.6. The hearing officer will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

8. Discipline and Remedies

In the event the hearing officer determines that the Respondent is responsible for violating this policy, the hearing officer will, prior to issuing a written decision, consult with an appropriate AI official with disciplinary authority

over the Respondent and such official will determine any discipline to be imposed. The hearing officer will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support measures or other remedies will be provided to the Complainant.

9. Written Decision

After reaching a determination and consulting with the appropriate AI official and Title IX Coordinator as required by Section XVIII.A.8, the hearing officer will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint;
- A description of the procedural steps taken by AI upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing.
- Articulate findings of fact, made under a preponderance of the evidence standard, that support the determination;
- A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including a determination regarding responsibility for each separate potential incident;
- The discipline determined by the appropriate AI official as referenced in Section XVIII.A.8;
- Whether the Complainant will receive any ongoing support measures or other remedies as determined by the Title IX Coordinator; and
- A description of AI's process and grounds for appeal, as specified in Section XX.

The hearing officer's written determination will be transmitted to the parties. Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal as specified in Section XX.

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, AI strives to issue the hearing officer's written determination within fourteen (14) days of the conclusion of the hearing.

B. Administrative Adjudication

In lieu of the hearing process, the parties may consent to have a Formal Complaint resolved by administrative adjudication as a form of informal resolution. Administrative adjudication is voluntary and must be consented to in writing by both parties and approved by the Title IX Coordinator as specified in Section XIV. At any time prior to the issuance of the administrative officer's determination, a party has the right to withdraw from administrative adjudication and request a live hearing as specified in Section XVIII.A.

If administrative adjudication is selected, the Title IX Coordinator will appoint an administrative officer. The Title IX Coordinator will see that the administrative adjudicator is provided a copy of the investigation report and a copy of all the evidence transmitted to the parties by the investigator as specified in Section XVI.D.

The administrative officer will promptly send written notice to the parties notifying the parties of the administrative officer's appointment; setting a deadline for the parties to submit any written response to the investigation

report; and setting a date and time for each party to meet with the administrative officer separately. The administrative officer's meetings with the parties will not be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this paragraph.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in Section XXIII, or for any other reason;
- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence;
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

After reviewing the parties' written responses, the administrative officer will meet separately with each party to provide the party with an opportunity make any oral argument or commentary the party wishes to make and for the administrative officer to ask questions concerning the party's written response, the investigative report, and/or the evidence collected during the investigation.

After meeting with each party, the administrative officer will objectively reevaluate all relevant evidence, including both inculpatory and exculpatory evidence and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The administrative officer will take care to exclude from consideration any evidence that the administrative officer determines should be ruled inadmissible based on the objections and arguments raised by the parties in their respective written responses to the investigation report. The administrative officer will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

Thereafter, the administrative officer will consult with any AI official and the Title IX Coordinator, in the manner specified in Section XVIII.A.7 and will prepare and transmit a written decision in the manner as specified in Section XVIII.A.8 which shall serve as a resolution for purposes of informal resolution.

Transmittal of the administrative officer's written determination concludes the administrative adjudication, subject to any right of appeal as specified in Section XVII.

Although the length of each administrative adjudication will vary depending on the totality of the circumstances, AI strives to issue the administrative officer's written determination within twenty-one (21) days of the transmittal of the initiating written notice specified in this Section XVIII.B.

XIX. Dismissal During Investigation or Adjudication

AI may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following is true:

- The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);
- The Respondent is no longer enrolled or employed by AI, as the case may be; or
- Specific circumstances prevent AI from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator determines that a Formal Complaint should be dismissed pursuant to this Section XIX, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section XX. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other AI offices, as appropriate. A dismissal pursuant to this Section XIX is presumptively a final determination as it pertains to this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XX. Appeal

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:

- A procedural irregularity affected the outcome;
- There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome;
- The Title IX Coordinator, investigator, hearing officer, or administrative officer, as the case may be, had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome.

No other grounds for appeal are permitted.

A party must file an appeal within seven (7) days of the date they receive notice of dismissal or determination appealed from or, if the other party appeals, within three (3) days of the other party appealing, whichever is later. The appeal must be submitted in writing to Institutional Director of Student Affairs, who serves as the appeal officer. The appeal must specifically identify the determination and/or dismissal appealed from, articulate which one or more of the three grounds for appeal are being asserted, explain in detail why the appealing party believes the appeal should be granted, and articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal, the appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

If the appeal officer confirms that the appeal is timely and invokes at least one permitted ground for appeal, the appeal officer will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal within seven (7) days. The appeal officer shall also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal.

Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision to the parties that explains the outcome of the appeal and the rationale.

The determination of a Formal Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the appeal officer has resolved all appeals, either by dismissal or by transmittal of a written decision.

No further review beyond the appeal is permitted.

Although the length of each appeal will vary depending on the totality of the circumstances, AI strives to issue the appeal officer's written decision within (21) days of an appeal being filed.

XXI. Advisor of Choice

From the point a Formal Complaint is made, and until an investigation, adjudication, and appeal are complete, the Complainant and Respondent will have the right to be accompanied by an advisor of their choice to all meetings, interviews, and hearings that are part of the investigation, adjudication, and appeal process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing specified in Section XVIII.A.5, the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with AI about the matter without the party being included in the communication. In the event a party's advisor of choice engages in material violation of the parameters specified in this Section XXI and Section XVIII.A.5, AI may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing specified in Section XVIII.A.5, and requests AI to provide an advisor, AI will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. AI will have sole discretion to select the advisor it provides. The advisor AI provides may be, but is not required to be, an attorney.

AI is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in Section XVIII.A.5 and requests that AI provide an advisor.

XXII. Treatment Records and Other Privileged Information

During the investigation and adjudication processes, the investigator and adjudicator, as the case may be, are not permitted to access, consider, disclose, permit questioning concerning, or otherwise use:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or
- Information or records protected from disclosure by any other legally-recognized privilege, such as the attorney client privilege;

unless AI has obtained the party's voluntary, written consent to do so for the purposes of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator, as the case may be, may consider any such records or information otherwise covered by this Section XIX if the party holding the privilege affirmatively discloses the records or information to support their allegation or defense, as the case may be.

XXIII. Sexual History

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this Section XXIII for the purpose of supporting the Complainant's allegations, may be deemed to have waived the protections of this Section XXIII.

XXIV. Informal Resolution

At any time after the parties are provided written notice of the Formal Complaint as specified in Section XV, and before the completion of any appeal specified in Section XX, the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties. Administrative Adjudication as specified in Section XVIII.B is a form of informal resolution.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together. Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

- Describes the parameters and requirements of the informal resolution process to be utilized;
- Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another AI official, or a suitable third-party);
- Explains the effect of participating in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and
- Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator, before the informal resolution may commence.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

If the parties reach a resolution through the informal resolution process, and the Title IX Coordinator agrees that the resolution is not clearly unreasonable, the Title IX Coordinator will reduce the terms of the agreed resolution to writing and present the resolution to the parties for their written signature. Once both parties and the Title IX Coordinator sign the resolution, the resolution is final, and the allegations addressed by the resolution are considered resolved and will not be subject to further investigation, adjudication, remediation, or discipline by AI, except as otherwise provided in the resolution itself, absent a showing that a party induced the resolution by fraud, misrepresentation, or other misconduct or where required to avoid a manifest injustice to either party or to AI.

Notwithstanding the forgoing if the form of informal resolution is Administrative Adjudication as specified in Section XVIII.B, there shall not be an agreed resolution requiring the parties' signatures; instead, the determination issued by the administrative officer shall serve as the resolution and conclude the informal resolution process, subject only to any right of appeal. With the exception of a resolution resulting from the Administrative Adjudication process specified in Section XVIII.B, all other forms of informal resolution pursuant to this Section XXIV are not subject to appeal.

A party may withdraw their consent to participate in informal resolution at any time before a resolution has been finalized.

Absent extension by the Title IX Coordinator, any informal resolution process must be completed within twenty-one (21) days. If an informal resolution process does not result in a resolution within twenty-one (21) days, and absent an extension, abeyance, or other contrary ruling by the Title IX Coordinator, the informal resolution process will be deemed terminated, and the Formal Complaint will be resolved pursuant to the investigation and adjudication procedures. The Title IX Coordinator may adjust any time periods or deadlines in the investigation and/or adjudication process that were suspended due to the informal resolution.

Other language in this Section XXIV notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XXV. Presumption of Non-Responsibility

From the time a report or Formal Complaint is made, a Respondent is presumed not responsible for the alleged misconduct until a determination regarding responsibility is made final.

XXVI. Resources

Any individual affected by or accused of Sexual Harassment will have equal access to support services offered through AI. AI encourages any individual who has questions or concerns to seek support of AI identified resources. The Title IX Coordinator is available to provide information about AI's policy and procedure and to provide assistance. A list of AI identified support resources is located under the Student Services tab on the student portal at the following link: www.Myaicampus.com.

XXVII. Conflicts of Interest, Bias, and Procedural Complaints

The Title IX Coordinator, investigator, hearing officer, administrative officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who believes one or more of these AI officials has a material conflict of interest or material bias must raise the concern promptly so that AI may evaluate the concern and find a substitute, if appropriate. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in Section XX or otherwise.

XXVIII. Objections Generally

Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that AI may evaluate the matter and address it, if appropriate.

XXIX. Relationship With Criminal Process

This policy sets forth AI's processes for responding to reports and Formal Complaints of Sexual Harassment. AI's processes are separate, distinct, and independent of any criminal processes. While AI may temporarily delay its

processes under this policy to avoid interfering with law enforcement efforts if requested by law enforcement, AI will otherwise apply this policy and its processes without regard to the status or outcome of any criminal process.

XXX. Recordings

Wherever this policy specifies that an audio or video recording will be made, the recording will be made only by AI and is considered property of AI, subject to any right of access that a party may have under this policy, FERPA, and other applicable federal, state, or local laws. Only AI is permitted to make audio or video recordings under this policy. The surreptitious recording of any meeting, interview, hearing, or other interaction contemplated under this policy is strictly prohibited. Any party who wishes to transcribe a hearing by use of a transcriptionist must seek pre-approval from the hearing officer.

XXXI. Vendors, Contractors and Third Parties

AI does business with various vendors, contractors, and other third-parties who are not students or employees of AI. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, AI retains its right to limit any vendor, contractor, or third-party's access to campus for any reason. And AI retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

XXXII. Bad Faith Complaints and False Information

It is a violation of this policy for any person to submit a report or Formal Complaint that the person knows, at the time the report or Formal Complaint is submitted, to be false or frivolous. It is also a violation of this policy for any person to knowingly make a materially false statement during the course of an investigation, adjudication, or appeal under this policy. Violations of this Section XXXIII are not subject to the investigation and adjudication processes in this policy; instead, they will be addressed under the Student Code of Conduct in the case of students and other AI policies and standards, as applicable, for other persons.

XXXIII. Retaliation

It is a violation of this policy to engage in Retaliation. Reports and Formal Complaints of retaliation may be made in the manner specified in Sections VI and XII. Any report or Formal Complaint of Retaliation will be processed under this policy in the same manner as a report or Formal Complaint of Sexual Harassment, as the case may be. AI retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

XXXIV. Confidentiality

AI will keep confidential the identity of any individual who has made a report or Formal Complaint of Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment or Retaliation including any Respondent, and the identity of any witness. AI will also maintain the confidentiality of its various records generated in response to reports and Formal Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records. Notwithstanding the foregoing, AI may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out AI's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding AI's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this policy.

While AI will maintain confidentiality specified in this Section XXXV, AI will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this policy.

Note that certain types of Sexual Harassment are considered crimes for which AI must disclose crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

XXXV. Other Violations of this Policy

Alleged violations of this policy, other than violations of the prohibitions on Sexual Harassment and Retaliation, will be subject to review under the Student Code of Conduct for students, the Faculty Handbook for faculty, or other AI policies and standards for employees.

XXXVI. Other Forms of Discrimination

This policy applies only to Sexual Harassment. Complaints of other forms of sex discrimination are governed by AI's Non-Discrimination Policy.

XXXVII. Training

AI will ensure that AI officials acting under this policy, including but not limited to the Title IX Coordinator, investigators, hearing officers, administrative officers, informal resolution facilitators, AI provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.45(b)(1)(iii) and any other applicable federal or state law.

XXXVIII. Recordkeeping

AI will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in AI's sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

XXXIX. Discretion in Application

AI retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if AI's interpretation or application differs from the interpretation of the parties.

Despite AI's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case AI retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy and the Hearing Procedures referenced in Section XVIII.A.5 are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, AI retains discretion to revise this policy and the Hearing Procedures at any time, and for any reason. AI may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

Firearms Policy

Firearms, including concealed weapons, are not permitted on The Art Institute of Atlanta and its branch campus premises and/or at The Art Institute of Atlanta and its branch campus events, except that **sworn members of a law enforcement agency acting in performance of their duties and/or employees of a licensed armored car service providing contracted services to The Art Institute of Atlanta and its branch campus or to The Art Institute of Atlanta and its branch campus vendors and contractors (where approved by The Art Institute of Atlanta and its branch campus) may carry weapons.**

Firearms are not permitted in any vehicle while the vehicle is parked on The Art Institute of Atlanta and its branch campus property, whether said property is owned or leased by The Art Institute of Atlanta and its branch campus or provided to The Art Institute of Atlanta and its branch campus for its use, except where otherwise required by law.

Any employee or student who becomes aware of a violation of this policy should immediately notify Human Resources, the Campus Leader or a member of management or a member of school staff.

Violation of this policy is considered a serious offense that endangers the safety of anyone on The Art Institute of Atlanta and its branch campus premises. Any person violating this policy may be required to leave The Art Institute of Atlanta and its branch campus premises. Students violating this policy are subject to suspension or dismissal from school.

STUDENT AFFAIRS

General Information

The mission of the Student Affairs Department is to supplement The Art Institute's educational processes and to support its stated purpose by providing assistance and services to the student body in the areas of advocacy, disability, student development, new student registration, financial aid, international student advising, and student support resources. The department actively encourages the involvement of students, faculty, and staff in activities that stimulate cultural awareness, creativity, social interaction, and professional development. To fulfill its mission, the Student Affairs Department has established the following objectives:

- Provide student support services.
- Provide resources and assist international students with their transition into this country.
- Provide student engagement and networking activities to complement your academic experience.
- Serve as the point of contact for military and veteran students.

Student Mentorship & Career Readiness

The Department of Student Mentorship & Career Readiness partners with students as they select courses and progress through the student life-cycle as well as explore skill building possibilities in and out of school. Additionally, the Student Mentors will support the student while they develop professional skills and connect with potential opportunities related to their professional endeavors.

Students can seek guidance in registering for classes, tips on being a successful student, support services, goal setting, local professional engagement opportunities, building a resume, planning a career, developing job-search strategies and more.

The Department of Student Mentorship & Career Readiness will also work to plan, facilitate and deliver study skills & career readiness workshops, individual or group career planning sessions, and schedule industry guest speakers/field trips in both virtual and in-person platforms. The department also facilitates virtual and on-campus interviewing and information sessions for students and graduates to engage with employers interested in recruiting entry level talent.

While every effort is made to assist students in planning academic schedules, it is the student's responsibility to know program requirements, course sequence, and prerequisites. Students who fail or withdraw from a prerequisite to a course for which they have pre-registered are responsible for changing their schedule prior to the end of the drop/add period of the new quarter. However, the College may adjust students' schedules as needed for compliance with prerequisites.

Graduate employment information is available on the College website under student consumer information.

Graduate Employment Rates

The Art Institute provides career-oriented education designed to develop fundamental skills using technology that's recognized in the workplace. Ongoing partnerships with local and national employers help The Art Institute deliver industry-relevant education and curricula benefiting both students and employers. An emphasis on employer satisfaction and staying on top of industry trends allows The Art Institute to provide employers with candidates who fulfill their needs. The graduate employment statistics support this assertion.

For the Art Institute of Virginia Beach, the total number of graduates as of FY15-FY16 academic year was 361 graduates. See attachment for breakdown by program.

Program	Total Graduates by Program	Virginia Grads by Program	Percentage of Virginia Grads
Baking and Pastry	45	42	93.33%
Culinary Arts - Associates	90	77	85.56%
Culinary Arts - Diploma	11	10	90.91%
Culinary Management - Bachelor	35	32	91.43%
Digital Image Management - Diploma	4	3	75.00%
Digital Photography - Bachelors	4	4	100.00%
Fashion Marketing & Mgmt - Bachelor	23	23	100.00%
Fashion Retailing - Diploma	1	1	100.00%
Graphic and Web Design - Associates	4	4	100.00%
Graphic and Web Design - Bachelor	1	1	100.00%
Graphic Design - Associates	25	24	96.00%
Graphic Design - Bachelor	44	39	88.64%
Interior Design - Bachelor	9	9	100.00%
Media Arts and Animation - Bachelor	29	28	96.55%
Photographic Imaging - Bachelor	30	28	93.33%
Web Design & Interactive Media - Associates	2	2	100.00%
Web Design & Interactive Media - Bachelor	4	4	100.00%
Total:	361	331	91.69%

Virginia Resident Graduates by Program chart

Complete employment statistics for each individual program of study are available in the Admissions and Career Services offices.

ACADEMIC CALENDAR 2022-23

The Academic Calendar has been developed to assist each school in long range planning with common starting and ending dates for each quarter.

Fall 2022 (start dates 10/3, 10/17, 11/10 11/28)

**Holidays in the Quarter = Friday November 11th,
Thursday November 24th and Friday November
25th**

Session I: 11 Weeks

October 3 – December 17
Last Day to Add/Drop October 10
Last Day to Withdraw December 3 (end of week 9)

Session I: 5.5 Weeks

October 3 – November 9
Last Day to Add/Drop October 10
Last Day to Withdraw October 29(end of week 4)

Session II: 5.5 Weeks

October 17 – November 23
Last Day to Add/Drop October 24
Last Day to Withdraw November 12(end of week 4)

Session 8 week: 8 weeks

October 17 – December 10
Last Day to Add/Drop October 24
Last Day to Withdraw November 26(end of week 6)

Mid-Quarter: 5.5 Weeks

November 10 – December 17
Last Day to Add/Drop November 18
Last Day to Withdraw December 10(end of week 4)

Session III – 3 weeks

November 28 – December 17
Last Day to Add/Drop December 1
Last Day to Withdraw December 10 (end of week 2)

Winter 2023 (start dates 1/9, 1/23 ,2/16, 3/6)

**Holidays in the Quarter = Monday, January 16th
and Friday February 24th**

Session I: 11 Weeks

January 9 – March 25
Last Day to Add/Drop January 17
Last Day to Withdraw March 11 (end of week 9)

Session I: 5.5 Weeks

January 9 – February 15
Last Day to Add/Drop January 17
Last Day to Withdraw February 4(end of week 4)

Session II: 5.5 Weeks

January 23 – March 1
Last Day to Add/Drop January 30
Last Day to Withdraw February 18(end of week 4)

Session 8 week: 8 weeks

January 23 – March 18
Last Day to Add/Drop January 30
Last Day to Withdraw March 4(end of week 6)

Mid-Quarter: 5.5 Weeks

February 16 – March 25
Last Day to Add/Drop February 25
Last Day to Withdraw March 18(end of week 4)

Session III: 3 Weeks

March 6 – March 25
Last Day to Add/Drop March 9
Last Day to Withdraw March 18 (end of week 2)

Spring 2023 (start dates 4/3, 4/17,5/11, 5/29)

Holidays in the Quarter = Monday May 29th

Session I: 11 Weeks

April 3– June 17
Last Day to Add/Drop April 10
Last Day to Withdraw June 3 (end of week 9)

Session I: 5.5 Weeks

April 3– May 10

Last Day to Add/Drop April 10

Last Day to Withdraw April 29(end of week 4)

Session II: 5.5 Weeks

April 17 – May 24

Last Day to Add/Drop April 24

Last Day to Withdraw May 13(end of week 4)

Session 8 week: 8 weeks

April 17 – June 10

Last Day to Add/Drop April 24

Last Day to Withdraw May 27(end of week 6)

Mid-Quarter: 5.5 Weeks

May 11 – June 17

Last Day to Add/Drop May 19

Last Day to Withdraw June 10 (end of week 4)

Session III: 3 Weeks

May 29 – June 17

Last Day to Add/Drop June 1

Last Day to Withdraw June 10 (end of week 2)

Summer 2023 (start dates 7/10, 7/24,8/17,9/4)**Holidays in the Quarter = Monday Sept 4th****Session I: 11 Weeks**

July 10 – September 23

Last Day to Add/Drop July 17

Last Day to Withdraw September 9 (end of week 9)

Session I: 5.5 Weeks

July 11 – August 16

Last Day to Add/Drop July 17

Last Day to Withdraw August 5(end of week 4)

Session II: 5.5 Weeks

July 24 – August 30

Last Day to Add/Drop July 31

Last Day to Withdraw August 19(end of week 4)

Session 8 week: 8 Weeks

July 24 – September 16

Last Day to Add/Drop July 31

Last Day to Withdraw September 2(end of week 6)

Mid-Quarter: 5.5 Weeks

August 17 – September 23

Last Day to Add/Drop August 25

Last Day to Withdraw September 16(end of week 4)

Session III: 3 Weeks

September 4 – September 23

Last Day to Add/Drop September 7

Last Day to Withdraw September 16(end of week 2)

Fall 2023 (start dates 10/2, 10/16 11/9 11/27)**Holidays in the Quarter = Friday November 10th,
Thursday November 23rd and Friday November 24th****Session I: 11 Weeks**

October 2 – December 16

Last Day to Add/Drop October 9

Last Day to Withdraw December 2(end of week 9)

Session I: 5.5 Weeks

October 2 – November 8

Last Day to Add/Drop October 9

Last Day to Withdraw October 28(end of week 4)

Session II: 5.5 Weeks

October 16 – November 22

Last Day to Add/Drop October 23

Last Day to Withdraw November 11(end of week 4)

Session 8 week: 8 weeks

October 16 – December 9

Last Day to Add/Drop October 23

Last Day to Withdraw November 25(end of week 6)

Mid-Quarter: 5.5 Weeks

November 9– December 16

Last Day to Add/Drop November 17

Last Day to Withdraw December 9(end of week 4)

Session III – 3 Weeks

November 27 – December 16

Last Day to Add/Drop November 30

Last Day to Withdraw December 9(end of week 2)

CANCELLATION OF CLASSES

Prior to opening the registration period, The Art Institute makes every effort to provide sufficient course sections for students. The campus makes available the course schedule to students along with registration instructions and deadlines. Course offerings, instructors, days, times and class locations are not guaranteed and are subject to change at the discretion of the campus. If the campus determines that a course offering will be cancelled due to lack of enrollment or other reason, they will remove all students from the course and notify students of the change of schedule via email. Students are allowed to add or remove a course until the end of add/drop period.

RESIDENCY REQUIREMENT

For students enrolled at the main campus (The Art Institute of Atlanta) who seek to earn their degree from The Art Institute of Atlanta, at least 25% of the credit hours required for the degree must be earned through instruction delivered at The Art Institute of Atlanta. For students enrolled at the branch campus (The Art Institute of Virginia Beach) who seek to earn their degree from The Art Institute of Virginia Beach, at least 30% of the credit hours required for the degree must be earned through instruction delivered at The Art Institute of Virginia Beach.

TRANSFER OF CREDIT POLICY

In the U.S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation, and licensing. For this reason, neither The Art Institute of Atlanta nor The Art Institute of Virginia Beach will imply, promise, or guarantee that credits earned will be accepted by another college or university. If the credits or degree, diploma, or certificate earned at The Art Institute of Atlanta or The Art Institute of Virginia Beach are not accepted at the receiving institution, a student may be required to repeat some or all of the coursework at that receiving institution. Students considering transferring to another college or university are responsible for determining whether that institution will accept credits earned from The Art Institute of Atlanta or The Art Institute of Virginia Beach. Students are encouraged to initiate discussions with the potential transfer institution as early as possible.

Students should contact the Academic Affairs Office for all matters related to transfer of credit and program change. The following sections describe the various conditions under which credits might be transferred into or out of The Art Institute of Atlanta or The Art Institute of Virginia Beach.

Transfer of Credit from One Art Institute to Another Art Institute

Students who wish to transfer from one Art Institute to another may do so only if they are in satisfactory academic standing at the sending institution. Any student dismissed for violating the Satisfactory Academic Progress Policy may not transfer to another Art Institute until he or she has appealed academic dismissal and been reinstated at the sending institution. If the sending institution has closed, the Academic Affairs Office at the receiving institution will review all academic dismissals and determine if reinstatement is appropriate.

If a student transfers from an Art Institute after completing four quarters of study, the student is classified as a fifth quarter student at the new Art Institute. All attempted and earned credits that are relevant to the degree plan at the receiving institution will be factored into the student's overall grade point average at the new institution. All earned credits are eligible to be evaluated for transfer to the program of study at the receiving institution. Every reasonable effort will be made to transfer previously taken courses to the new program of study when an equivalency exists. When appropriate, the student will also have the ability to demonstrate proficiency in a course by assessing prior learning experience.

Once transfer credit is awarded, a student has the right to appeal the decision to the Academic Affairs Office. The student must submit a letter of appeal that clearly states which courses he or she was expecting to transfer with supporting justification provided.

A student who changes his or her degree program when transferring to a different Art Institute is responsible for informing the Academic Affairs Office that a re-evaluation of previously submitted transcripts should be completed based on the requirements of the new degree program. The student's coursework and earned credits will be reviewed for applicability to the new program. Only those credits required for graduation in the new program will be transferred to the new program and counted toward graduation.

Transfer of Credit from Non-Art Institute Colleges and Universities

A student may be eligible to receive credit at The Art Institute of Atlanta or The Art Institute of Virginia Beach for coursework completed at other postsecondary institutions. In general, for a student to receive credit for prior postsecondary coursework, the previous postsecondary institution must be accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA). In the event that a student has taken courses online through another educational service, he or she may be eligible to receive transfer credit if that educational service is currently accredited by the Distance Education Accrediting Council (DEAC), or if the work has been validated by the American Council on Education's College Credit Recommendation Service (CREDIT). In other cases, equivalent courses in the program may be transferable from a non-regionally or non-ACICS/ACCSC accredited institution if the prior postsecondary institution is accredited by a specialized accrediting body, such as the National Association of Schools of Art and Design (NASAD), the American Culinary Federation (ACF), or the Council for Interior Design Accreditation (CIDA).

Every effort will be made to award transfer credit for equivalent Art Institute courses completed at an accredited postsecondary institution as long as a grade of C (2.0 on a 4.0 scale) or higher has been earned in the course. In the event that a course is technology-based, it must also have been taken within the past three years. For technology-based coursework older than three years, a student must prove they have remained current with that technology in advance of first quarter registration.

A student who has completed coursework at a postsecondary institution with which The Art Institute of Atlanta or The Art Institute of Virginia Beach has a current articulation agreement will receive transfer credit based on the terms of that agreement.

Transfer of Credit Earned Before Matriculation

For transfer credit earned prior to matriculation at The Art Institute of Atlanta or The Art Institute of Virginia Beach, official transcripts must be sent to the Admissions Office of the admitting campus prior to the term start for the purposes of determining transfer of credit opportunities. Transcripts received after the student's first quarter of attendance will be considered for transfer credit at the discretion of the Academic Affairs Office.

Official descriptions of courses submitted for consideration for transfer must be comparable to the coursework at the receiving campus. Official course descriptions or a college catalog from the institution where the credit was earned will be used to determine comparability.

Only courses with an earned grade of C (2.0 on a 4.0 scale) or higher will be considered for transfer credit. Transfer credit will be recorded on the student's transcript as TR credit. While the credit will count toward the required number of hours of credit toward the student's degree program, no grades will be assigned. This credit will not be computed in the student's GPA or CGPA and will not count as credit attempted.

Neither The Art Institute of Atlanta or The Art Institute of Virginia Beach grant transfer credit for pass/fail or satisfactory/unsatisfactory grades unless a statement appears on the official transcript that equates such notation to a C or higher. Only college-level credits (100 level course or equivalent and above) successfully completed at an accredited institution of higher education will be considered for transfer. No remedial or developmental courses will be considered for transfer.

Courses completed at accredited colleges and universities where courses are offered for credit/no credit and/or no allowable grade was earned according to existing regulations will be converted to a grade by the Registrar's Office. Credit grades will be converted to a C and no credit grades will be converted to an F.

Due to state and regulatory considerations, the minimum percentage of total program credits that must be earned in residency varies. Students enrolled at The Art Institute of Atlanta must earn a minimum of 25% of the total program credits required for graduation in residency at the main campus. Students enrolled at the main campus may only be granted a maximum of 75% percent of the total program credits required for graduation through transfer credit earned at an outside institution, including credit earned through proficiency testing and/or portfolio or work experience review. Students enrolled at the branch campus (The Art Institute of Virginia Beach) must earn a minimum of 30% of the total program credits required for graduation in residency at the branch campus. Students enrolled at the branch campus may only be granted a maximum of 70% percent of the total program credits required for graduation through transfer credit earned at an outside institution.

In all cases, new students are responsible for informing the Admissions Office during the application and enrollment process of any previous coursework that may be eligible for transfer credit. Any documentation supporting the award of transfer credit must be submitted to the Admissions Office well in advance of registration for the first quarter.

Once all supporting documentation has been received, decisions on transfer credit are normally communicated to the student through the Admissions Office within two weeks. Any student who believes additional transfer credit may be due to them should speak with Admissions Office immediately following the initial notification of the award of transfer credit.

It is strongly suggested that students avoid registering for any course for which they expect to receive transfer credit until a final response has been issued. The Art Institute of Atlanta and The Art Institute of Virginia Beach assume no responsibility for courses remaining on students' schedules after the drop/add period where transfer credit has subsequently been or will be awarded, or where exemption has been or will be granted. Students will be charged for any courses remaining on their schedule after that period, even though transfer credit may be awarded after the drop/add period has concluded. In addition, the awarding of transfer credit does not guarantee students early completion of their programs due to possible prerequisite and scheduling restrictions.

Transfer of Credit Earned After Matriculation or Concurrently with Enrollment

Requests for transfer of credit from accredited institutions of higher education for coursework taken concurrently with a student's full-time schedule (at the student's own expense) and after a student's matriculation may be made to the Academic Affairs Office. Requests for concurrent enrollment in a course at another college or university while a student is at full-time status (according to the US Department of Education's definition of the term) at The Art Institute of Atlanta or The Art Institute of Virginia Beach, must be approved prior to enrollment in the course. The student must be enrolled full-time at The Art Institute of Atlanta or The Art Institute of Virginia Beach at all times during the concurrent enrollment at another college or university. Only one course per quarter in concurrent enrollment is permitted.

For transfer credit completed after matriculation, such credit must be completed and evaluated prior to the student's final term of study. Such transfer credit may be awarded only if all other criteria for transfer of credit are met, and if the secondary institution permits concurrent enrollment.

Official transcripts must be sent to the Academic Affairs Office upon successful completion of the concurrent enrollment coursework. To be considered for transfer credit, the concurrent enrollment course must be passed with a grade of C (2.0 on a 4.0 scale) or higher. The student's transcript will reflect a TR grade. The grade from the concurrent enrollment course will not be factored into the GPA or the CGPA.

As applicable to all transfer credit, students enrolled at the main campus (The Art Institute of Atlanta) must earn a minimum of 25% of the total program credits required for graduation in residency at the main campus. Students enrolled at the main campus may only be granted a maximum of 75% percent of the total program credits required for graduation through transfer credit earned at an outside institution, including credit earned at other Art Institute campuses, proficiency testing and/or portfolio or work experience review. Students enrolled at the branch campus (The Art Institute of Virginia Beach) must earn a minimum of 30% of the total program credits required for graduation in residency at the branch campus. Students enrolled at the branch campus may only be granted a maximum of 70% percent of the total program credits required for graduation through transfer credit earned at an outside institution, including credit earned at other Art Institute campuses, proficiency testing and/or portfolio or work experience review.

Transfer of Credit Earned After Matriculation, But While Not Enrolled

Requests for transfer of credit from accredited institutions of higher education for a course taken while a student was not in attendance at The Art Institute of Atlanta or The Art Institute of Virginia Beach, but after a student's initial matriculation, may be made to the Academic Affairs Office. Such transfer credit may be awarded only if all other criteria for transfer of credit are met. Such transfer credit must be passed with a grade of C (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a TR grade. The grade will not be factored into the GPA or the CGPA.

As applicable to all transfer credit, students enrolled at the main campus (The Art Institute of Atlanta) must earn a minimum of 25% of the total program credits required for graduation in residency at the main campus. Students enrolled at the main campus may only be granted a maximum of 75% percent of the total program credits required for graduation through transfer credit earned at an outside institution, including credit earned at other Art Institute campuses, proficiency testing and/or portfolio or work experience review. Students enrolled at the branch campus (The Art Institute of Virginia Beach) must earn a minimum of 30% of the total program credits required for graduation in residency at the branch campus. Students enrolled at the branch campus may only be granted a maximum of 70% percent of the total program credits required for graduation through transfer credit earned at an outside institution, including credit earned at other Art Institute campuses, proficiency testing and/or portfolio or work experience review.

Transfer of Credit from Previously Earned Degrees

In the event that a student completes an associate degree at The Art Institute of Atlanta or The Art Institute of Virginia Beach Art Institute and then chooses to complete a baccalaureate degree, any credit earned for the associate degree will be evaluated for matching courses and added to the student's baccalaureate degree transcript. This is also true for students who complete one associate degree and choose to return for a second associate degree. In these situations, only grades for matching courses will be recorded, and the grades earned as part of one degree will be computed in the student's second degree GPA and CGPA.

ADVANCED STANDING CREDIT (AP, IB, CLEP)

Students who participated in Advanced Placement (AP) or International Baccalaureate (IB) programs during high school and took the applicable examinations may be eligible for credit for equivalent courses at The Art of Atlanta or The Art Institute of Virginia Beach. Students must earn a score of 3 or higher on an AP exam or a score of 4 or higher on an IB exam. Copies of AP or IB score reports must be submitted to the Admissions Office as part of the application process. Advanced standing credit will be recorded on the student's transcript as P credit. While the credit will count toward the required number of hours of credit toward the student's degree program, no grades will be assigned. This credit will not be computed in the student's GPA or CGPA and will not count as credit attempted. All materials pertaining to Advanced Placement credit must be received from The College Board and evaluated prior to the end of the schedule adjustment period (add/drop) of the student's first quarter of attendance. No advanced standing credit will be awarded later than the end of the fifth week of a student's first quarter.

Students may earn advanced standing credit based on equivalent computer-based College Level Examination Program (CLEP) examinations provided they earn a score of 50 or higher. Students who may have taken the former pencil and paper version of a CLEP exam must have scored in the 50th percentile or higher in order to earn credit. CLEP examination score reports should be submitted to the Admissions Office. All CLEP materials must be received and evaluated prior to the end of the scheduled adjustment period (add/drop) of the student's first quarter of attendance. In some cases, currently enrolled students may also be allowed to take a CLEP exam for credit. Those students must consult with the Academic Affairs Office prior to registering for any CLEP exam. CLEP credit will be recorded on the student's transcript as P credit. While the credit will count toward the required number of hours of credit toward the student's degree program, no grades will be assigned. This credit will not be computed in the student's GPA or CGPA and will not count as credit attempted.

Official documents related to AP, IB, or CLEP score or similar means to demonstrate proficiency for credit must be received by the Admissions Office prior to the term start. No more than 25% of a program's required credits at the main campus (The Art Institute of Atlanta) or 30% of a program's required credits at the branch campus (The Art Institute of Virginia Beach) will be considered for any type of proficiency credit.

Once all supporting documentation has been received, decisions on advanced standing credit are normally communicated to the student through the Admissions Office within two weeks. Those students who believe additional advanced standing credit may be due to them should speak with the Admissions Office immediately following the initial notification of award of advanced standing credit. It is strongly suggested that students avoid registering for any course for which they expect to receive advanced standing credit until a final response has been issued. The Art Institute of Atlanta and The Art Institute of Virginia Beach assume no responsibility for course remaining on students' schedules after the drop/add period where advanced standing credit has subsequently been or will be awarded, or where exemption has been or will be granted. Students will be charged for any courses remaining on their schedule after that period, even though advanced standing credit may be awarded after the drop/add period has concluded. In addition, the awarding of advanced standing credit does not guarantee students early completion of their programs due to possible prerequisite and scheduling restrictions.

ARTICULATION AGREEMENT CREDIT

Students applying to the institution may be eligible to receive advanced standing credit through a formal articulation agreement. The purpose of articulation agreements is to increase access to education and degree completion by recognizing the student's accumulated learning experience both in and out of the classroom setting. The use of articulation agreements is consistent with the institution's goals of student success, retention, and graduation. Types at articulation agreements include the following:

High School Articulation - High School to College

High school articulation agreements allows high school students to get a head start on a college education by recognizing the college-level learning outcomes of advanced high school courses that align with the programs outcomes at the collegiate level.

College Articulation - College to College

College articulation agreements serve as the connector between post-secondary institutions that creates a seamless transfer for students who seek to transfer from one college or institution to another. This is typically conducted between non-competing institutions, such as a two-year degree granting or vocational, or technical credentialing institution and a four-year degree granting institution. The goal is to maximize the transfer of credits for students.

Corporate Articulation - Corporation to College

Corporate articulation agreements build a bridge between professional training typically acquired in a business setting and degree completion at the institution. Professional training is evaluated by the academic staff and college credit is awarded in accordance with the academic policy on experiential learning. These types of agreements provide an added value to employers in that students graduate with both theoretical knowledge and experience in his or her profession, which helps support an educated workforce and a sustainable economy.

At least 25% of the credit hours required for an undergraduate degree at The Art Institute of Atlanta must be earned through instruction delivered at the institution awarding the degree (30% for students at The Art Institute of Virginia Beach).

MILITARY EXPERIENCE CREDIT

Students may be eligible for credit following successful completion of training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on the Joint Service Transcript, the Community College of the Air Force Transcript, or as recommended by the American Council on Education (ACE). Military credit will be recorded on the student's transcript as P credit. While the credit will count toward the required number of hours of credit toward the student's degree program, no grades will be assigned. This credit will not be computed in the student's GPA or CGPA and will not count as credit attempted.

EXPERIENTIAL LEARNING OR PROFICIENCY CREDIT

Students may request advanced standing based on evidence of experiential learning. Students must present relevant work or life experiences to the Academic Affairs Office. Documentation of experiential learning may include review of portfolios, writing samples, publications, verification of employment, and references. All materials for review must be received prior to the term start. Students must contact the Academic Affairs Office for more information on experiential learning credit.

In general, proficiency credit may only be earned for 100-200 level courses. In addition, proficiency credit is not awarded for art foundation courses.

Work experience credit will be recorded on the transcript as P credit. While the credit will count toward the required number of hours of credit toward the student's degree program, no grades will be assigned. This credit will not be computed in the student's GPA or CGPA and will not count as credit attempted.

No more than 25% of a program's required credits at the main campus (The Art Institute of Atlanta) or 30% of a program's required credits at the branch campus (The Art Institute of Virginia Beach) will be considered for any type of proficiency credit.

Course substitutions not recommended by the Program Chair or Academic Affairs designee, may be appealed to the Dean of Academic Affairs, whose decision is final.

COURSE SUBSTITUTION POLICY

Students are expected to complete the program requirements outlined in the Academic Catalog, which are in effect at the time of enrollment. Students who wish to request a course substitution should submit a Course Substitution Form to the Registrar's Office, which includes details as to why the request for a course substitution is needed. The request will be forwarded to the Dean of Academic Affairs (Atlanta) or the Campus Leader (Virginia Beach) for approval. Students should submit all requests in accordance with the Transfer of Credit policy.

EFFECT OF ADVANCED STANDING CREDIT ON FINANCIAL ASSISTANCE

Advanced standing credit typically reduces the number of courses students take because they receive credit for certain courses in the sequence of the program. For students receiving financial assistance, taking fewer classes may affect their eligibility for financial assistance, especially if they no longer qualify as full-time students. A full-time student is defined as carrying at least twelve credit hours per quarter. Since the Student Financial Services Office is notified of advanced standing credit, Financial Aid Officers will work with students to establish or revise their financial plans.

CHANGE OF PROGRAM WITHIN AN ART INSTITUTES SCHOOL

A student petitioning to change from one program to another within The Art Institute must obtain approval from the Program Chair or Academic Affairs designee of the department from which the student is changing. The student's coursework and earned credits will be reviewed for applicability to the new program. Only those credits required for graduation in the new program will be transferred to the new program and counted toward graduation. Only one change of program is allowed per student.

Student Responsibility Regarding Transfer Credit

In all cases, new students are responsible for informing their enrollment counselor during the application and enrollment process of any educational experiences they may have had that they feel could lead to advanced standing credit at The Art Institute. Any documentation supporting the award of advanced standing credit, including, but not limited to, copies of examination score reports, official copies of final college transcripts from other postsecondary institutions, portfolios of outside work, and any required supporting documentation must be submitted to the transfer credit evaluator, through his/her enrollment counselor, well in advance of registration for a student's first quarter at The Art Institute. Any exemption testing must be completed by the end of the first week of classes. No advanced standing credit will be awarded later than the end of the fifth week of a student's first quarter.

Enrolled students who change from one degree program to another degree program at a single Art Institute are responsible for informing the transfer credit coordinator once that change becomes official so that a re-evaluation of previously submitted transcripts may be completed based on the requirements of the new degree program. A request for re-evaluation of these transcripts must be made when the change of the program or degree program is submitted to the registrar.

Once all supporting documentation has been received by the Registrar, decisions on advanced standing credit are normally communicated to the student through the Admissions Office within two weeks. Those students who believe additional advanced standing credit may be due to them should speak with their Enrollment Counselor, or with the Registrar immediately following the initial notification of award of advanced standing credit. It is strongly suggested that students avoid registering for any course for which they expect to receive advanced standing credit until a final response from the Registrar has been issued.

The Art Institute assumes no responsibility for classes remaining on students' schedules after the drop/add period where transfer or proficiency credit has subsequently been awarded, or where exemption has been granted. Students will be charged for any courses remaining on their schedule after that period, even though advanced standing credit may be awarded after the drop/add period has concluded. In addition, the awarding of advanced standing credit does not guarantee students early completion of their programs due to possible prerequisite and scheduling restrictions.

Credit for Courses Taken at Other Postsecondary Institutions

Students may be eligible to receive advanced standing credit for Art Institute courses based on work completed at other postsecondary institutions. In general, for a student to receive general education required or elective credit for prior postsecondary coursework, that postsecondary institution must be accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA). In the event that a student has taken courses online through another educational service, he or she may be eligible to receive transfer credit if that educational service is currently accredited by the Distance Education and Training Council (DETC), or if it has been validated by the American Council on Education's College Credit Recommendation Service (CREDIT). In other cases, equivalent courses in the program

may be transferable from a non-regionally or non-ACICS/ACCSCCT accredited institution if that prior postsecondary institution is accredited by one of the more specialized accrediting bodies, such as the National Association of Schools of Art and Design (NASAD), the American Culinary Federation (ACF), or the Council for Interior Design Accreditation (CIDA).

Every effort will be made to award transfer credit to students who have attended an accredited post-secondary institution for equivalent Art Institute courses as long as they have earned a grade of C or higher. In the event that the course is technologically based, it must also have been taken within the past three years. For technology-based coursework older than three years, students who can prove they have remained current with that technology should contact the transfer credit coordinator well in advance of first quarter registration to apply for possible proficiency (P) credit for those courses. These requirements also apply to courses taken at another Art Institute.

Transfer credit will be recorded on the student's transcript as TR credit. While the credit will count toward the required number of hours of credit toward the student's degree program, no grades will be assigned. This credit will not be computed in the student's GPA or CGPA and will not count as credit attempted.

In the event that a student completes an associate degree at The Art Institute and then chooses to complete a Baccalaureate degree at the same Art Institute, credit earned for the associate degree will be brought in for matching courses and added to the student's Baccalaureate degree transcript. This is also true for students who complete one associate degree at The Art Institute and choose to return for a second associate degree. In these situations, only grades for matching courses will be recorded, and the grades earned as part of one Art Institute degree will be computed in the student's second Art Institute degree GPA and CGPA.

Students who have completed coursework at a postsecondary institution with which The Art Institute has a current transfer agreement will receive transfer credit based on the terms of that agreement.

The Art Institute does not grant transfer credit for pass/fail or satisfactory/unsatisfactory grades unless a statement appears on the official transcript that equates such notation to a C or higher. In addition, review, remedial, and developmental courses are not considered for transfer credit.

Academic Policies

Attendance Policy

The Art Institute of Atlanta and The Art Institute of Virginia Beach maintain an attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and/or examination periods each week. Students, whether present or absent from a class period, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the course. Although some absences are unavoidable because of illness or emergency, due to the nature of the program, there are no excused absences. Students will not be penalized for pregnancy or related conditions, including recovery from childbirth. Students who are absent due to pregnancy or related conditions may receive an exception to the attendance policy and/or be permitted to make up missed work for as long as the student's absence is medically necessary. To avoid being administratively withdrawn, students must contact the Registrar about the need for a pregnancy-related exception. As with other students seeking exceptions for medical-related reasons, students seeking a pregnancy-related exception to the attendance policy must provide a doctor's note indicating that the absences were medically necessary. Failure to provide evidence of medical necessity for any absence may result in the student being administratively withdrawn from school, and the student may not be allowed to make up any missed assignments.

CONSECUTIVE DAYS ABSENCE GRADING POLICY

Students who are not marked present in any of their scheduled courses for fourteen (14) consecutive calendar days before the end of the ninth week of the 11 week term (week 4 of a 5.5 week mid-quarter), will be withdrawn from The Art Institute and will receive W's (withdrawals, with no grade penalty), or if the withdrawal occurs after the end of the ninth week of an 11 week term (after week 4 of a 5.5 week mid-quarter) students will be withdrawn from The Art Institute and will receive WF's (Failures due to late withdrawal). Calendar days include days that the student does not have any scheduled class. All calendar days that the institution is not in session (e.g., school closings and holidays) do not count in the fourteen (14) calendar days as well during the active term. Students who have been withdrawn due to violation of the consecutive absence policy, but are still in good academic standing, if otherwise eligible, will be able to return the following term through the normal readmissions process. Students who have been withdrawn and the withdrawal results in a violation of the Satisfactory Academic Progress (SAP) policy must follow the procedure for appealing the academic dismissal.

APPEAL PROCESS – CONSECUTIVE DAYS ABSENT

Students who are administratively withdrawn from The Art Institute for violating the consecutive days absence attendance policy may submit an appeal to the Academic Affairs Office for reinstatement into their course(s) in the active term based on mitigating circumstances. Students, who appeal, must do so in writing **and must include documentation of mitigating circumstances.**

Mitigating circumstances may include one of the following reasons:

1. Death of an immediate family member
2. Student illness requiring hospitalization (this includes mental health issues)
3. Illness of an immediate family member where the student is the primary caretaker
4. Illness of an immediate family member where the family member is the primary financial support
5. Abusive relationships
6. Divorce proceedings
7. Previously undocumented disability
8. Natural disaster
9. Family emergency
10. Financial hardship such as foreclosure or eviction
11. Documentation from a Professional Counselor
12. A doctor documented illness of the student for a significant period of time

13. Military deployment
14. Military Permanent Change of Station (PCS)
15. Special Circumstances

New students who attend the first week of a course and fail to attend the second week of classes will be cancelled for the term start. Continuing students who do not attend any of their classes through close of business Wednesday of the second week of classes may be withdrawn from The Art Institute. They must contact the Registrar to indicate their intent to return. Additionally, the cumulative week policy (above) will still apply to any classes not attended in week 1 and beyond.

Students who receive Veteran Affairs (VA) educational benefits must understand that VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The institution is required to monitor and report enrollment status to the VA. Accordingly, any violation of the attendance policy will result in the adjustment or termination of VA benefits. Adjustments in enrollment will likely affect payment of VA benefits, and reductions in enrollment may result in a debt to the VA for any education benefits already received. The institution will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported.
- VA students who complete the term with all non-punitive "F" and/or non-punitive grades, the institution will determine and report the actual last date of attendance for each course.

*Reports will be available in Student Information System (SIS) for this information.

**Students in mid-quarter courses that meet for 5.5 weeks who miss two cumulative weeks will be withdrawn from the course and will receive a Withdrawal (W) grade before week 4 or Withdrawal/Fail (W/F) grade after week 4.

**There may be additional conditions placed on veterans for pursuing their education. VA students should see their VA Student Certification Officer (VASCO).

ATTENDANCE VERIFICATION

Students may verify their attendance at any time during the term by speaking with their faculty. In addition, they may go to the Registrar. Requests for information regarding attendance must be made in person. Any discrepancies should be discussed with the respective faculty.

QUALIFYING MILITARY SERVICE, DISASTERS, NATIONAL EMERGENCIES

To assist individuals who are performing qualifying military service and individuals who are affected by disaster, war, or other military operation or national emergency, an attendance exception may be granted. A student is declared as military deployed upon receipt of official activation orders documentation by The Art Institute. Similarly, appropriate documentation for students residing in an area declared as a disaster area must be submitted to The Art Institute. The Registrar's Office will record the student's actual last date of attendance and then provide an attendance exception. If the documentation shows that the student knew she/he was going to be deployed prior to the term or course start date and still decided to start, the school will not provide this military attendance exception. For these reasons, it is required that the school personnel request deployment paperwork/orders to verify deployment status or to document evidence of a disaster area declaration prior to applying the attendance exception. The Art Institute will record the student's actual last date of attendance regardless of the exception granted.

Orientation

Every incoming Art Institute student, both new and re-entering, who has not earned 24 prior credits at the post-secondary level, must complete the institution's web-based orientation, consisting of 23 modules, prior to the first day of the term. Students also are strongly encouraged to attend the campus on-ground orientation program, which is designed to introduce them to their learning community, campus facilities, resources, and personnel provided to support them throughout their educational journey.

Students need only complete the new orientation requirements one time, regardless of whether they defer start dates or withdraw and return. Students transferring from one campus to another, without a break in enrollment, are not required to complete orientation. Students not continuously enrolled, prior to transferring, will be treated as new students and must complete the new orientation requirements, unless they have 24 earned credits or have already completed orientation requirements at their prior Art Institute campus.

Student Reentry Process

Any student who has left The Art Institute for any time period must go through the formal reentry process, and each student's academic status must be reviewed before they can be considered for reentry. Students should contact the Admissions Office for additional information on the reentry process.

Grade Reporting

Midterm and final grades are made available online to students after the grades are received by the Registrar's Office. Midterm grades do not appear on transcripts with final grades.

Reports to Parents or Guardians of Dependent Students

Parents or guardians of dependent students are an integral part of the enrollment process and subsequent educational process. They have a vested interest regarding their student's progress and potential for success.

The Art Institute seeks to maintain a relationship with guardians and parents while developing an adult relationship with its students. This relationship is important in students' professional development and maturation. Therefore, grade reports are available to students and may also be emailed to parents or guardians of dependent students at the student's written request. In addition, The Art Institute reserves the right to contact parents or guardians of dependent students when administrative action is being taken or when students do not positively respond to efforts deemed by faculty and/or staff members to be in their best interest.

Reports on Independent Students

Grade reports for independent students will be provided for the student only. Should the student wish to have his/her grade report made available to parents, guardians, or another person, the student must complete a Consent to Disclosure of Educational Records Form at the Registrar's Office.

Undergraduate Satisfactory Academic Progress Policy

A student must demonstrate Satisfactory Academic Progress by successfully completing courses attempted. Completing courses with C or better grades indicates academic progress. Receiving D or lower grades and/or withdrawing from classes may put students at risk. Poor academic performance may lead to Academic/Financial Warning and/or Academic/Financial Aid Dismissal. It is very important that students attend all registered courses and complete them successfully. Should a compelling reason arise that requires a student to cease attendance, it is the student's responsibility to immediately contact the Academic Affairs Office.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Students who fail to meet the minimum standards of any of the above criteria will be notified by letter within four (4) business days of determination. Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the resulting action results in Academic/Financial Aid Dismissal, a student may appeal the Academic/Financial Aid Dismissal. If the appeal is denied, the student will remain dismissed and can no longer attend or receive Title IV aid at The Art Institute.

The Satisfactory Academic Progress Policy contains the following information:

- Criteria for Honors Designations
- Milestones and Evaluation Points for Satisfactory Academic Progress
- Academic/Financial Aid Warning
- Procedure for Appealing Academic/Financial Aid Dismissal
- Procedure to Apply for Re-Entry after Academic/Financial Aid Dismissal
- Academic/Financial Aid Probation and an Academic Plan
- Explanations of Related Issues

Failure to complete courses successfully for any reason may negatively affect a student's Satisfactory Academic Progress and are considered to be punitive grades. Failing courses, being suspended or terminated from courses, or withdrawing from courses could result in the loss of financial aid and/or veterans education benefits and academic dismissal. In order for a student to graduate, the minimum requirements are a CGPA of 2.0, 66.67% ICR, and completion of the program without attempting more than 150% of the credits in the program. Students should refer to the Metrics of SAP section for additional information regarding the calculation of CGPA, ICR, and MTF.

While the terms Academic/Financial Aid Warning, Academic/Financial Aid Dismissal, and Academic/Financial Aid Probation are used, the status applies to all students whether receiving aid or not.

The Art Institute has the right to modify the Satisfactory Academic Progress Policy at any time.

Criteria for Honors Designations

To promote academic excellence and to recognize exemplary academic achievement, the following system is recommended for honor designations on a quarter basis and upon graduation:

Quarter Honors Designations (at the completion of a quarter)

Any student who enrolls for and completes 12 credits or more is eligible for the following designations:

Quarter GPA	Honors Designation
4.0	President's Honor List
3.7-3.99	Dean's Honor List
3.5-3.69	Honor Roll

Honors Designation at Graduation

Students who achieve a CGPA of 3.5 or better are designated as Honor Graduates.

Milestones and Evaluation Points for Satisfactory Academic Progress

Compliance with Satisfactory Academic Progress is reviewed every quarter for all certificate and diploma programs.

Certificate and Diploma Programs:

1. At the end of the first quarter, students must attain a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter.
2. At the end of the second quarter, students must attain a minimum CGPA of 1.50 and an ICR of 50.00%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the

student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in **Academic/Financial Aid Dismissal**.

3. At the end of the third quarter, and every quarter thereafter, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in **Academic/Financial Aid Dismissal**.
4. Students may not attempt more than 150% of the credits in their programs. Anything in excess of 150% of the credits will result in **Academic/Financial Aid Dismissal**. Dismissal for violating the maximum allowable timeframe can happen at any time.
5. Reentries: To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry using the criteria for the next applicable evaluation point. Students should refer to the Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements for more information. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped in the winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point. Students should refer to the Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements for more information. **Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.**
6. Students should note that, if they are on Academic/Financial Aid Warning, it will be very difficult to meet the minimum requirements of the next evaluation point. Students should consult with the Registrar concerning their exact requirements.
7. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Satisfactory Academic Progress and, if otherwise eligible, may receive financial aid.
8. The grades, grade point average, cumulative data for all courses a student attempted at the Institution, as well as courses successfully transferred from prior postsecondary education, are available on the student portal for review. There is also an indication if a student is on Academic/Financial Aid Warning, on Academic/Financial Aid Probation, or on Academic/Financial Aid Dismissal.
9. Compliance with SAP is reviewed every quarter for certificate and diploma programs. A student who starts or re-enters at a mid-session will have that session count as an entire quarter for SAP purposes.

CERTIFICATE/DIPLOMA

Evaluation Point	Milestones (CGPA and ICR)	Required Action
End of First Quarter	< 1.0 and/or 33.33%	Academic/Financial Aid Warning
End of Second Quarter	< 1.5 and/or 50.00%	Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)
End of Third Quarter and every quarter thereafter	< 2.0 and/or 66.67%	Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Warning)
At Any Time	Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

Degree Programs:

Degree programs are evaluated after a student has attempted three quarters and sixth quarters, including portions of a quarter), during the first six quarters. After the sixth quarter, the student is evaluated at the end of each quarter. While grades, GPAs, and incremental completion rates are made available at the end of a student's quarter, they are informational only except at

evaluation points. Students may be alerted of their progress at any time and may be required to take specific action.

1. At the end of the first academic year (an academic year is three (3) quarters in which courses are attempted in each quarter), students must achieve a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
2. At the end of the second academic year, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
3. Starting the quarter after the sixth attempted quarter, and every quarter thereafter, students are evaluated at the end of each quarter and must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Failure to meet these standards will result in Academic/Financial Aid Warning unless the student was on Financial Aid Warning the previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.
4. Students may not attempt more than 150% of the credits in their programs. Anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum allowable timeframe can happen at any time.
5. The grades, grade point average, cumulative data for all courses a student attempted at the Institution, as well as courses successfully transferred from prior postsecondary education, are available on the student portal for review. There is also an indication if a student is on Academic/Financial Aid Warning, on Academic/Financial Aid Probation or on Academic/Financial Aid Dismissal.
6. For degree programs, compliance with SAP is reviewed every academic year during a student's first two years and quarterly thereafter. A student who starts or re-enters at a mid-session will have that session count as an entire quarter for SAP purposes.
7. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.
8. Reentries: To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry processing using the criteria for the next applicable evaluation point. Students should refer to the Degree Programs Evaluation Point Milestones (CGPA/ICR) requirements for more information. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped in the Winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point. Students should refer to the Degree Programs Evaluation Point Milestones (CGPA/ICR) and requirements for more information. **Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.**

DEGREE PROGRAMS

Evaluation Point	Both Milestones (CGPA and ICR) Must be Met	Required Action
End of First Academic Year	< 1.00 and/or 33.33%	Academic/Financial Aid Dismissal
End of Second Academic Year	< 2.00 and/or 66.67%	Academic/Financial Aid Dismissal
End of Seventh Quarter and Thereafter	< 2.0 and/or 66.67%	Academic/Financial Aid Warning (if 1st time)/ Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)
At Any Time	Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

If the review of a student's Satisfactory Academic Progress performed at any time indicates that it is mathematically impossible to meet the minimum requirements of the SAP policy at the next mandatory check point, the student will result in Academic/Financial Aid Dismissal. To be removed from Academic/Financial Aid Warning or

Academic/Financial Aid Probation, a student must meet the SAP requirements at the next applicable measuring point.

Procedure for Appealing Academic/Financial Aid Dismissal

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to the Academic Affairs Office for re-entry before the start of the quarter in which he/she wishes to return. The written appeal must state the mitigating circumstances that contributed to the dismissal. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted.

The Dean of Academic Affairs or the Campus Leader will review the student's appeal and will determine within 14 business days of the date of the receipt of the appeal whether the circumstances and academic status warrant consideration for re-admission. The student may be asked to appear in person during the review process when deemed necessary. Upon the appeal decision, the student will be notified both verbally and in writing. The appeal decision will be final. Following is a comprehensive list of events that indicate there may be a mitigating circumstance, which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is the primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special Circumstances

Students should understand that having a mitigating circumstance does not automatically mean the appeal will be approved. The Dean of Academic Affairs or the Campus Leader will determine if the student has sufficiently provided documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

A student who is successful in his or her appeal is able to apply for re-entry and if otherwise eligible, receive financial aid for one quarter; however, the student will be placed on Academic/Financial Aid Probation at the start of the academic quarter. A student on Academic/Financial Aid Probation may receive financial aid (if otherwise eligible) for one quarter. If the appeal is denied, aid cannot be paid and the student is dismissed.

Students who have an appeal denied can reapply; however, the passage of time by itself does not impact the appeal decision.

The Dean of Academic Affairs or the Campus Leader is responsible for determining the appropriateness of the mitigating circumstance in regards to severity, timing, and duration of the mitigating circumstance, and for determining whether the student's situation has changed that would allow the student to demonstrate satisfactory academic progress at the end of the Academic/Financial Aid Probation or the end of the period as delineated in the Academic Plan and described below. Any consideration of the conditions outside of the list provided should be discussed with the Dean of Academic Affairs or the Campus Leader. Student Affairs issues and making the transition to college are not considered mitigating circumstances under this policy.

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter on school or organizational letterhead indicating a counselor's opinion that the student issues may be accommodated to ensure that the student will be able to meet Satisfactory Academic Progress will suffice as proof of mitigating circumstances, as well as documentation that the student's circumstances have been remedied or changed to ensure that the student will be able to meet Satisfactory Academic Progress with the accommodations from the institution.

If a student's appeal is successful, the student will be placed on Academic/Financial Aid Probation for one quarter (or two, if eligible) following re-admittance. The student will be eligible for financial aid during the Academic/Financial Aid Probation period. The Program Chair or the Program Coordinator must develop, document and maintain as part of the appeals process, a concrete Academic Plan for how a student will complete his remaining coursework and meet the minimum requirements of Satisfactory Academic Progress by the end of either the Academic/Financial Aid Probation period or by the end of the quarter included in the Academic Plan. The Academic Plan must detail specific timeframes and student success measures and cannot be greater than one (1) quarter for certificate or diploma programs, but for degree programs may be up to two (2) quarters, if necessary for the student to meet the minimum requirements of Satisfactory Academic Progress. The Academic Plan must be reviewed with the student so that designated Academic Plan is being met and the student will remain on track to achieve the success measures within the approved timeframe. For students in degree programs that may have an Academic Plan for more than one quarter, the student must meet the academic targets of the Academic Plan at the end the first quarter when the student is on Academic/Financial Aid Probation and by the end of the Academic Plan, the student must meet the minimum requirements of Satisfactory Academic Progress. If the student meets the academic goals and requirements under the Academic Plan for the first quarter while on Academic/Financial Aid Probation, he or she may complete the second quarter under the Academic Plan and be eligible to receive financial aid. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal

Registrars will ensure that students have been notified that they are on Academic Warning/Financial Aid Warning, Academic Probation/Financial Aid Probation, or Academic/Financial Aid Dismissal with a student signed Satisfactory Academic Progress Prediction Calculation Form.

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Satisfactory Academic Progress for grades and credits attempted as of the time of withdrawal in his or her last quarter of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student want to be readmitted. The appeal procedure described in the preceding section applies.

Upon the appeals decision, the student will be notified both verbally and in writing. The appeals decision will be final.

Any student who is on Academic/Financial Aid Dismissal can no longer attend The Art Institute nor receive Title IV at the institution.

Additional Appeal Procedures:

While an appeal can be made for maximum allowable timeframe, the Dean of Academic Affairs must review the appeal.

If a student who has successfully appealed an Academic/Financial Aid Dismissal is later again dismissed, the student can file one additional appeal as long as the appeal is based on different mitigating circumstances from any previous appeal, the new mitigating circumstance occurred after the previous successful appeal, the student is showing significant Satisfactory Academic Progress, and mathematically the student can meet the next SAP evaluation points requirements. In addition to the appeal must also be reviewed by the Dean of Academic Affairs.

Explanations of Related Issues

Calculation of CGPA

A student's cumulative grade point average is calculated by a) multiplying credits for each course by grade points associated with the grade earned; b) totaling the grade points earned for all the courses, and c) dividing total grade points earned by the total number of quality credits. The Art Institute uses a 4.0 scale in assigning grade points. If there is a change of programs, only courses applicable to the new program will be considered in the CGPA.

Repeated Courses and Grades

As courses are retaken, only the highest grade will count in the GPA/CGPA. All attempts are included in the credit hours attempted for the purposes of calculating the incremental completion rate. Withdrawn and failing grades are included in the maximum allowable timeframe and incremental completion rate as credit hours attempted, but not earned. The grade Incomplete (I) is calculated as if it is an F for CGPA and ICR purposes until it is changed to another grade and the course will be included as credits attempted, but not credits earned, until it is changed to another grade.

Remediation of Academic Deficiencies

It is strongly recommended that any student with withdrawn or failing grades enroll in the same course(s) in the subsequent quarter to improve academic performance.

Transfer Credits from another Postsecondary Institution

Credits from transfer courses are calculated in the maximum allowable credits and incremental completion rate requirements as credits attempted and credits earned. Grades for credits transferred from any other postsecondary institution will be recorded as *Transfer Credit (TR)* and will not be calculated in the student's CGPA.

Change of Program

Students will be allowed one change of program. Changing from a day program to an evening program of the same major is not considered a change of major. Changing from an associate's program to a bachelor's program in the same major is not considered a change of major. Courses that apply to the second major will be recorded as earned credit and will affect the student's CGPA and will be included as credits attempted and credits earned. Students who change programs must sign a new program enrollment agreement, which must be filed in the student's academic file. If a student is at the point of dismissal for Satisfactory Academic Progress in the first major, that student must be put on Academic/Financial Aid Dismissal, appeal the dismissal, and have the appeal granted based on mitigating circumstances before transferring to the new program. Under no circumstances can a request to change majors circumvent a dismissal of Satisfactory Academic Progress.

In cases in which a student has graduated from one program and then subsequently begins work in a different program, grades earned in the first program, if applicable to the new program, will be recorded with the letter grades and, thus will be included, in the CGPA and will be included in the ICR as credits attempted and credits earned.

Transfers from another Art Institute

A student must be maintaining Satisfactory Academic Progress in order to be allowed the opportunity of transferring from one program to another or from one school or campus to another. A student who is on Academic/Financial Aid Dismissal and wishes to transfer to another affiliated Art Institute must appeal his/her Academic/Financial Aid Dismissal at the originating school and receive reinstatement prior to the transfer. An affiliated Art Institute is any campus that shares the same leading six-digit OPE-ID number with the originating school. Campus that share the same leading six-digit OPE-ID number are the same institution. Course credits and applicability of those credits at each Art Institute for a program can vary from location to location. Student should discuss any possible transfer with the Art Institute being considered for transfer.

Grading System

At the conclusion of each course in the program, the student receives a report of his or her grade(s) for the course(s) just completed. The grades are entered also in the student's academic transcript, which is updated each quarter. The

criteria for determining a student's grade shall be as follows (on a percentage of total point basis):

The Metrics of SAP Academic Grading System

The grading system incorporates letter grades, equivalent numeric values, and letter codes as follows:

<u>Letter Grade</u>	<u>Quality Points</u>
A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C+	2.4
C	2.0
C-	1.7
D+	1.4
D	1.0
F	0.0

*F does compute in GPA and CGPA and does count as credit attempted.

Other Grade Codes worth Zero Quality Points:

CR = Credit through Examination	Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.
I = Incomplete	Affects ICR/MTF/CGPA (Computes as an F). This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which IPA grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as F on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.
IPA = Incomplete Pass	
IP = In Progress	This identifier is used when a student is actively registered and attending a course. This does not affect the CGPA/ICR/MTF.
S = Suspension	Affects ICR/MTF/CGPA (Computes as an F).
NC = No Credit	This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ICR/MTF.
NP = Not passing/Fail	Does not affect ICR/CGPA. This grade designation is utilized to indicate that a student did not satisfactorily complete a non-credit course.

P or PR= Proficiency Credit by Exam or Portfolio

This does not affect CGPA. They do impact ICR and MTF.

PA = Pass

This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.

SP or SA = Satisfactory/Pass

This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.

T = Termination from course

Affects ICR/MTF/CGPA (Computes as an F).

TR = External Transfer Credit

Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.

U = Unsatisfactory

Indicates that a student unsuccessfully completed a non- credited course. Does not affect ICR/MTF/CGPA.

F= Earned F

Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments, including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The faculty will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.

W = Withdrawal

When a student withdraws from the total program of study by the end of the ninth week of the quarter or from individual classes after drop/add, but before the end of the ninth week of the quarter. The W is not used in the calculation of the GPA or CGPA, but is considered attempted credits, but not earned credits.

WF = Withdrawal Fail

When a student withdraws from individual courses or a total academic program of study after the ninth week of classes. The WF is calculated as an F in the GPA and CGPA. The WF also counts as attempted credits and not earned credits.

WX = Course was registered for but never attended

Self-explanatory and does not affect ICR/MTF/CGPA.

Students receive grades at the end of each quarter including mid-quarter. The grade report contains both the grade point average for the quarter (GPA) and cumulative grade point average (CGPA) for the program. When a course is repeated after failure, the grade earned upon repeating the class replaces the original grade in determining the grade point average. The failing grade will still appear on the transcript.

Repeating Courses

Grades earned in repeated courses will replace grades of F, W, or WF. Course credits with grades of F, W, or WF are included in the maximum allowable timeframe and incremental completion rate requirements as credits attempted, but not earned. Students with incomplete grades will receive an F if a grade change is not submitted by the end of the second week of the following term. The grade of I indicates Incomplete and is calculated as an F until it is changed to another grade and the course will be included as course credits attempted, but not earned. Only if it is part of an Academic Plan may students retake courses in which they received a passing grade in order to improve their CGPA, but can retake a course passed only one additional time. Credits from all repeated courses are included as credits attempted. The highest grade earned will be used in the CGPA calculations.

Changed Grade

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by both the Dean of Academic Affairs. Only the final grade (not the original grade/code) will be computed in the grade point average. The final grade is the one that counts in the calculation.

Appealing a Final Course Grade:

A student who is concerned with a final grade in a course should initially speak with the respective course faculty in order to understand how the grade was derived based on the course grading criteria. If, after meeting with the faculty, the student is not satisfied with the explanation of the final grade and does not feel that the grade is justified or appropriate, the student should meet with the Program Chair, Program Coordinator, or other designee to discuss the situation. If a resolution is not met at this level, the student may file an official grade appeal by submitting an Appeal Grade Change Form, which includes a written account explaining their perspective as to why the grade is not appropriate based on the course grading criteria and the steps taken to remedy the situation. In addition, the student should include his or her name, phone number, and ID number. This written account should be provided to the Registrar before the end of Week One of the quarter immediately following the finalized grade being appealed.

The Academic Affairs Office will convene an Appeal Committee of qualified academic staff or faculty to review the appeal and reach a final decision. The student may be required to meet with the Appeal Committee and provide requested assignments and/or projects from the course. All decisions made by the Appeal Committee are communicated to the student within one business day and prior to the end of the schedule adjustment period. If the student is not satisfied with the Appeal Committee decision, the student must submit a letter to the Dean of Academic Affairs. The decision of the Dean of Academic Affairs is final.

Calculations

The Art Institute measures and records academic performance by computing the Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) for each student, using the letter grades, four-point scale, and credit-hour values. GPA is the average of grade points a student earns during one quarter. CGPA is the cumulative average of all grade points a student has earned over all quarters at The Art Institute. An example of how GPA and CGPA are computed is as follows: Imagine that a student is taking a total of two courses during one quarter. One course has a four credit hours value and the student earns an A. The second course has a three credit hour value and the student earns a B. Each letter grade carries a grade point value. Grade point values are multiplied by credit hours. In this example:

A = 4 grade points x 4 credit hours = 16 grade points earned

B = 3 grade points x 3 credit hours = 9 grade points earned

To compute the GPA, divide the total number of grade points earned for the quarter by the total number of credit hours earned for the quarter.

16 grade points + 9 grade points = 25 total grade points

25 grade points earned divided by 7 total hours earned = student's GPA for the quarter, 3.571 which is rounded to 3.57.

Rounding occurs after the four digit of a CGPA is calculated and if the fourth digit is 5 or over, it is rounded up. If the fourth digit is 4 or lower, it is rounded down.

A student's CGPA is computed in the same way by dividing the student's total grade points earned from all quarters/semester at The Art Institute by the student's total credit hours earned from all quarters at The Art Institute.

Incremental completion rate is determined as follows:

(EARNED CREDITS at the institution + TRANSFER CREDITS Accepted)

(ATTEMPTED CREDITS at the institution + TRANSFER CREDITS Accepted)

The 150% MTF: Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

TOTAL CREDITS NEEDED TO GRADUATE FROM THE PROGRAM x 1.5 = TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.

STUDENT STATUS CHANGES AND STUDENT ACADEMIC PROGRESS

Transfer Students

Transfer credits from other postsecondary institutions are calculated in the maximum allowable timeframe credits and incremental completion rate requirements. Therefore, the maximum number of attempted credits for a student with transfer credit is still one and one-half times the number of credits required to complete a program for graduation.

Example: If a student transfers in 36 credits to a program consisting of 180 credits, the calculation would be $180 \times 1.5 = 270$ credits. The 36 transfer credits would be considered attempted and earned and, thus, only 234 more credits could be attempted.

Grades for credits transferred in from any postsecondary institution (including an Art Institute) will be recorded as TR in on the transcript and will not affect the student's CGPA.

Students wishing to transfer from one Art Institute to another may do so only if they are in good standing at the sending institution. If the student is transferring to a different institution (as defined by the US Department of Education as a campus that does not share the same leading six-digit OPE-ID number), then he or she is treated as a student transferring in from an unaffiliated institution. Any student dismissed for violation satisfactory academic progress cannot transfer or be considered a new student (if they had a break in enrollment) at another affiliated Art Institute until he or she has been granted an appeal at the original institution and is deemed to be making Satisfactory Academic Progress.

Changes in Program

Unless the Academic Affairs Office specifically approves a second change, a student is allowed only one change of program and must be making Satisfactory Academic Progress at the time a request is made to change programs. Courses taken in one program that are applicable to the second program will be transferred with the applicable grade(s). If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the SAP CGPA (SGPA). For ICR and 150% purposes only, those courses transferred will apply to the second program will be considered.

In the formulas below, the “CHANGE OF MAJOR” adjustment factor would be those credits from the previous major that will NOT count in the student’s new major.

Incremental completion rate is determined as follows:

**(EARNED CREDITS in the New Program + TRANSFER CREDIT ACCEPTED) minus CHANGE OF MAJOR
ADJUSTMENT FACTOR FOR EARNED CREDITS**

**(ATTEMPTED CREDITS in the New Program + TRANSFER CREDITS Accepted) minus CHANGE OF MAJOR
ADJUSTMENT FACTOR FOR EARNED CREDITS**

The 150% MTF Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

**TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5 = TOTAL NUMBER OF CREDITS
ALLOWED TO BE ATTEMPTED.**

Second Degree

When a student has graduated from The Art Institute in one program and, subsequently, begins work in a different program, grades used in the CGPA of the previous program will be applied to the student’s new program CGPA calculation.

Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds

In order to receive and/or retain certain education benefits from a source other than the U.S. Department of Education, it may require a higher cumulative grade point average and/or a higher incremental completion rate. Examples of these education benefits are State Grants, Veterans’ Benefits, Department of Defense (TA) benefits, or employee reimbursements. Students should check with their Financial Aid Officer for details.

Graduate Definition

A student is considered a graduate if and when all academic requirements as outlined are completed. A student withdrawn from the institution for not having met all academic requirements or coded as a completer can be moved to graduate status when she or he completes the missing requirements and the Academic Affairs Office determines that all requirements have been completed.

Graduates who still have a debt with the institution will be considered a graduate; however, official transcripts and diploma will not be provided until all business issues with the institution have been resolved. Regardless of the debt owed to the institution, students are always welcome to receive unofficial transcripts, either from the Registrar’s Office or printed off the student portal.

Graduate Participation in Commencement

Students are allowed to walk in commencement ceremonies following the confirmation of their graduate status by the Academic Affairs Office. The student will be confirmed in a graduate status when all of the graduation requirements below have been met.

Graduation Requirements

To qualify for graduation and receive a degree, all students must:

- (1) Receive passing grades for all required coursework.
- (2) Accumulate the total credit requirements for a program through coursework, transfer credit, or proficiency assessment.
- (3) Take the last quarter of study before graduation in residence at The Art Institute.

- (4) Earn no more than 75% of the total required credits for graduation from The Art Institute of Atlanta through advanced placement, proficiency and/or transfer credit from another institution. For students enrolled at The Art Institute of Virginia Beach, the maximum is 70% of the total required credits. For students enrolled at other locations of The Art Institutes, the maximum is 75% of the total required credits.
- (5) Achieve a minimum CGPA of 2.0.
- (6) Satisfy all financial obligations to the institution.

Students in Advertising, Audio Production, Digital Filmmaking & Video Production, Digital Photography, Game Art & Design, Graphic & Web Design, Illustration, Interior Design, Media Arts & Animation, Visual & Game Programming, and Visual Effects & Motion Graphics must compile a portfolio of their work

An outline of portfolio standards, projects, and general criteria is provided separately to the students by the faculty teaching the portfolio course. The portfolio requirements are periodically reviewed and updated. The Art Institute reserves the right to alter or modify these requirements at any time to enhance graduate employment potential. The development of student portfolios is a continuing process beginning early in the student's academic career.

Student Right To Know

According to regulations published by the U.S. Department of Education based on the Student Right-to-Know Act, the graduation/completion rates for first-time, full-time students who entered school and graduated/completed within 150% of the normal time to complete the program, as published in the Academic Catalog, must be made available to current and prospective students. Students may obtain this information in the Admissions Office or in the Consumer Information section of the institutional website.

In addition, the following information is available from the Admissions Office of The Art Institute of Virginia Beach:

1. The number of students claiming Virginia residency enrolled in each program of study;
2. The total number of students who completed or graduated from at the end of the last academic year; and
The total number and percentage of students claiming Virginia residency that completed or graduated from each program at The Art Institute of Virginia Beach at the end of the last academic year.

Financial Services Policies

RETAKING COURSEWORK POLICY

Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution.

Students enrolled in standard term-based programs will receive Title IV funds for unlimited retakes of failed courses and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes. Please refer to the school's SAP Policy.

This policy will allow financial aid to cover a single repetition of a previously successfully passed course subject to certain conditions. Students who earned credit(s) may receive Title IV funds and count the course in enrollment status for one retake of any previously passed course only if they meet one of the following conditions:

- Specific state or accreditation regulations require a student to retake a course, which was previously successfully passed, as defined under State Course.
- Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination, as defined under Progress or Professional Requirements.
- For students who need a specific grade or GPA. to practice upon graduation or progress in a program, as defined under Progress or Professional Requirements.

The student must have completed the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course.

Refund Policy

Examples of the calculations for these policies are available in the Student Accounting Office

As allowed under federal, state, and accreditation agency rules, the refund policy may be changed. Students will be notified approximately sixty (60) calendar days in advance of any changes. Students dropping all courses in a term are considered withdrawn for refund purposes. All students will be subject to the institutional refund policy. In addition, students who receive Federal student aid are also subject to the Return of Title IV Funds Policy.

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students

For purposes of this Initial Period of Enrollment Policy, a first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

For students in graduate programs and undergraduate students who have previously attended, please see the Refund Policy Prior to Class Start section of the enrollment agreement and catalog.

The school provides all new applicants seeking a first-time enrollment in any on-ground undergraduate program of study, including hybrid programs, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to the start of the term or within seven (7) calendar days following the first day of the student's first scheduled class, whichever is later (referred to as the "Initial Period").

The chart below illustrates the days in the Initial Period for a non-regular student:

Class Days	Initial Period Days	Number of Calendar Days in Initial Period
April 28 th = 1 st Scheduled Class		1
April 29 th	1 st Day of Initial Period	2
April 30 th	2	3
May 1 st	3	4
May 2 nd	4	5
May 3 rd	5	6
May 4 th	6	7
May 5 th	7 th = Last Day of Initial Period	8
May 6 th	Initial period over – student is eligible to be reviewed for full admission	9

A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student's first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the date of the cancellation.

During a first-time student's Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the seventh (7th) calendar day following the student's first scheduled class or does not meet the requirements for admission to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the ninth (9th) respective calendar day (the day after the first calendar day plus seven (7) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student's program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student's first term or first scheduled class day, whichever is later, including the withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.

In order to qualify for aid, students must be a regular student and meet all federal, state, or other types of aid eligibility requirements.

Cancellation Refund Policy Student Examples:

Example 1:

- 1 Student's first scheduled class is January 5th.
- 2 Student ceases to attend and his or her last date of attendance is January 9th (the 4th day).
- 3 Student would no longer be enrolled and would not be eligible for any Title IV, state aid and other aid program funding nor would the student be charged tuition or fees for any portion of his or her Initial Period or for the term.

- 4 Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

- 1 Student's first scheduled class is January 5th.
- 2 Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.
- 3 Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day ten (10) of the class.
- 4 Student would be eligible for Title IV, veteran's benefits, state aid, and other aid programs, if all other conditions are met for admission and aid eligibility, since he or she became a regular student after January 11th (the 7th day).
- 5 Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

REFUND POLICY PRIOR TO CLASS START

Applicants may cancel their enrollment in person or in writing before the beginning of classes. An applicant not requesting cancellation before the scheduled starting date indicated on the application for admission will be considered a student.

1. All monies paid by applicants will be refunded if they are not accepted for admission.
2. The applicant may cancel the contract and receive a full refund of all monies paid if cancellation is requested by the applicant prior to the beginning of classes or within five (5) business days after signing the enrollment agreement, whichever is later, and making an initial payment.
3. A student applicant will be considered a student as of the first day of classes.
4. Refunds will be made within thirty (30) calendar days after the applicant's request or within thirty (30) calendar days after his/her first scheduled class day.

REFUND POLICY AFTER CLASS START

In the event of withdrawal by the student or termination by the school during any quarter of study:

1. Prepaid tuition for any period beyond the current quarter will be refunded in full.
2. The school shall terminate the student when the student violates the school's published attendance policy.
3. The student may officially withdraw from the school by notifying the Office of the Registrar in person or in writing. For a student who attended a previous quarter of study and did not indicate that s/he was not returning, refunds will be made within thirty (30) calendar days of the first scheduled day of class in the quarter in which the student was expected to return.
4. All refunds will be submitted within thirty (30) calendar days of the after receipt of a written request or the date the student last attended classes, whichever is sooner. The refund shall be paid to the student unless payment to a lender or other entity is required by the terms of a student financial aid program in which the school participates.
5. A student who must withdraw due to documentable mitigating circumstances, such as extreme illness or personal emergency, that make it impractical for the student to complete the quarter, may file an appeal requesting an adjustment to his/her account balance for the term in which the student withdrew. A written appeal must be submitted to Academic Affairs or the Appeals Committee for review. The written appeal must be supported with appropriate documentation of the mitigating circumstance(s). If the student's appeal is approved, the student may be eligible to receive a financial credit, to be determined by the school, to the student account balance at the time of return.

6. Each academic quarter is eleven (11) weeks in duration. The calculation of refunds is based upon the last day of attendance within the quarter. Any portion of a day's attendance is considered a full day of attendance for refund purposes.

7. Session II academic terms are approximately five and one-half (5 ½) weeks in duration. The calculation of refunds is based upon the last day of attendance within the term. Any portion of a day's attendance is considered a full day of attendance for refund purposes. Information in the catalog or student handbook will apply except for the following changes specific to Session II classes: For students only scheduled to attend Session II, the add/drop period is two (2) days from the start of Session II classes. If you add or drop one or more classes, your financial aid eligibility may change. Please see your Financial Aid Officer before you add or drop a class.

8. In the event the school cancels or changes a course or program of study in such a way that a student who had started a program or course is unable to complete it, the school will refund all monies paid by the student for the course or program within thirty (30) calendar days.

9. If a student has not attended sixty (60) percent of the academic term, the school shall not retain or be entitled to payment for a percentage of any tuition and fees or other educational costs for a session that was scheduled to be taken during the relevant academic term but was not attended because the student withdrew from school prior to the commencement of the session. For example, if a student is enrolled for multiple sessions within the term but withdraws completely from school prior to the start of a subsequent session within the academic term, the adjustment of charges based on the student's last date of attendance will be applied to the applicable period of attended session(s) using the session(s) charges and the start date of the first attended session through the end date of the last attended session within the academic term. Charges for the unattended session(s) after the student's last date of attendance within the academic term will be reversed for the Institutional Refund Policy, or State Refund Policy, where applicable. The reversal of applicable charges will be completed after the Return of Title IV Policy. For the Return of Title IV, the evaluation period and term charges include the entire period in which the student registered.

10. If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student's last date of attendance in the academic term using the academic term charges, aid disbursed during the academic term, and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

ADJUSTMENT OF CHARGES

For The Art Institute of Atlanta:

In accordance with school policy, if a student withdraws from the school, the school will earn tuition and fees as follows, based on the student's last day of attendance:

Quarter Start or Single Course

Weeks 1 – 2	25%
Weeks 3 – 5	50%
Week 6	75%
After Week 6	100%

Mid-Quarter Start or Single Course

Days 1 – 2	5%
Day 3 - Week 1	10%
Week 2	25%
Week 3	50%
After Week 3	100%

Quarter Start and Mid-Quarter Start or Single Course:

1. If you withdraw the signing of the enrollment agreement up to the first day of classes, the refund of tuition, fees, and other institutional charges will be one hundred percent (100%).

2. If you withdraw, drop out, or are expelled after classes have commenced and before the expiration of ten percent (10%) of the period of enrollment, the adjusted charge for tuition, fees, and other institutional charges will be twenty-five percent (25%).

3. If you withdraw, drop out, or are expelled after ten percent (10%) of the period of enrollment and before the expiration of twenty-five percent (25%) of the enrollment period, the adjusted charge for tuition, fees, and other institutional charge is seventy-five percent (75%).

4. If you withdraw, drop out, or are expelled after twenty-five percent (25%) of the enrollment period, the charges will be one hundred percent (100%) of the original charges.

The last day of attendance means:

1. The date on the expulsion notice; or
2. The date upon which the institution receives written notice (a signed drop form is sufficient) of withdrawal from you; or
3. When no written notice of withdrawal is given, the last day of your attendance is the day of withdrawal.

For The Art Institute of Virginia Beach:

Tuition and fee refunds will be determined as follows (Please note the following text provides the minimum refund policy pursuant to 8 VAC 40-31-160 (N) of the Virginia Administrative Code; the school may exceed these standards and be more generous to students. If the school is eligible to participate in the Federal financial aid programs, the school's refund policy must also comply with the Federal guidelines described in the enrollment agreement.):

In accordance with Virginia policy, if a student withdraws from school, the school will earn tuition and fees as follows, based on when the student last attended:

Quarter and Mid-Quarter Start or Single Course:

During the Add/Drop Period	0%
After the Add/Drop Period up to but less than the first 25%	50%
After completing 25% up to but less than 50%	75%
50% or more	100%

RETURN OF FEDERAL TITLE IV AID

In compliance with federal regulations, the school will determine how much federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term (or session, if the student is only attending a session). If the student has completed more than sixty (60) percent of the term, the student earns one hundred (100) percent of the federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in their term. If there is a scheduled break of five (5) or more days, it will reduce the term length and if the scheduled break is before the student's last day of attendance, it will also reduce the calendar days completed. If the student received more than the amount of federal student financial assistance earned, the difference will be returned to the federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date the school determines that the student has withdrawn.

If more federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered to the student.

If federal student financial assistance funds need to be returned, the institution must return part or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned federal student financial assistance funds; or
- The entire amount of unearned funds.

If there is a remaining portion of unearned federal student financial assistance funds to be returned, the student must return any loan funds that remain in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed as well as how and where it should be returned.

If students are only scheduled to attend Session I or Session II, the Return of Title IV calculation as described in the Enrollment Agreement will be applied to the applicable Session attended using the session start and end dates.

FINANCIAL AID REFUND DISTRIBUTION POLICY

All students receiving financial aid who withdraw completely from the program may have to return any refund amount to the appropriate Student Financial Aid Program in accordance with the refund distribution schedule which follows:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Other federal, state, private, or institutional aid programs, if required by the program
6. Students

Official and Unofficial Withdrawal

To officially withdraw, the student will need to notify the Office of the Registrar in person or in writing. The registrar will assist the student to complete the withdrawal process and will determine the last date of attendance and the date of determination. The date of determination would be the earlier of the date the student begins the school's withdrawal process or the date the student provides notice. For students who unofficially withdraw, the Registrar will determine the last date of attendance using attendance records. The refund policies shall apply in the event that a student withdraws, is suspended, or is terminated from school.

The Art Institutes are dedicated to serving and assisting our students. A student who encounters issues that require him/her to discontinue attendance in his/her course(s) within or following a quarter, but intends to continue taking courses in a subsequent quarter, may request to reenter and register for the appropriate term. The student must complete a Withdrawal Form obtained by contacting his/her Academic Counselor or the Office of the Registrar. Students who provide a return start date may be scheduled into new or retake courses. Students may also request a re-entry appointment with Financial Aid during the official withdrawal process. The date of determination would be the date the student provides notice. All students will be subject to the necessary refund policies as outlined.

A student who withdraws from a program before the end of week nine (9) of an eleven (11) week term (before the end of week four (4) of a five and one-half (5 ½) week term) will be assigned a "W" code for each course within that quarter.

Every course for which a student receives an “F”, a “UF”, or a “W” grade/code must be repeated and completed with a passing grade in order to graduate. The original grade/code and the subsequent passing grade(s) will remain on the record for reference purposes. However, when a course is successfully repeated, only the passing grade will be computed in the grade point average. Tuition is charged for repeated courses.

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by the Academic Director or Chair and the Academic Affairs Office. Withdrawals and failed courses can affect the student's Incremental Completion Rate and ability to succeed.

For the purpose of determining a refund, a student is deemed to have withdrawn from a course of instruction when any of the following occur:

1. The student notifies the school of withdrawal or of the date of withdrawal.
2. The school terminates the student's enrollment in accordance with institutional policies.
3. The student exceeds the number of absences allowed in accordance with institutional policies, and must be withdrawn from school. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within thirty (30) calendar days of the date of determination.

Voluntary Intent To Continue Policy

The Art Institute considers a student as withdrawn when he or she drops all courses within a session. Students who are in the first session or second session of their quarter and are administratively dropped from all of their courses in that session must have a Voluntary Intent To Continue form on file or will be considered withdrawn from the institution. Students will have ten calendar days from the last day of attendance or seven days during the add/drop period to file the Voluntary Intent To Continue request. Students who do not have a Voluntary Intent To Continue form on file after ten calendar days from the last day of attendance or seven days during the add/drop period are dropped from all their courses will be administratively withdrawn from the institution.

INTELLECTUAL PROPERTY POLICY

I. Purpose or Scope

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless “fair use” or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with “fair use” or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a “fair use” and therefore may be a violation of the law. A violation of The Art Institute's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from The Art Institute.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000

per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

The Art Institute’s policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using The Art Institute’s information technology system. The Art Institute’s policies prohibit use of The Art Institute’s computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, The Art Institute is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of The Art Institute of Atlanta and its branch campus itself, which supports this creative and scholarly work.

This document expresses The Art Institute’s policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of The Art Institute – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Art Institute of Atlanta and its branch campus, and this Policy governs in all circumstances, unless The Art Institute has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between The Art Institute and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

II. Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

- A. *Copyright* - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).
- B. *Commissioned Work* - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.
- C. *Independent Academic Effort or Creative Activity* - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.
- D. *Institutional Employee* - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined in the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.
- E. *Intellectual Property* - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source,

sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information; (v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessment of student work and projects, course or program proposals, software, data and databases, lecture and presentation materials); musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

- F. *Patent* - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries, but the discussion of Patents in this Policy will focus specifically on United States patent rights.
- G. *Sponsored Work* - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.
- H. *Student* - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as "special status students": e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.
- I. *Substantial Institutional Resources* - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not "commonly provided", is considered a use of "Substantial Institutional Resources." This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of "Substantial Institutional Resources." Resources not considered "commonly provided" include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.
- J. *Trademark and Service Mark* - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.
- K. *Work* - The term "Work" as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.
- L. *Work Made for Hire* - A "Work Made for Hire" is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.

Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a

compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

Examples of works made for hire include software programs created within the scope of an employee's duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs him/her, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

III. Policy Provisions

A. Faculty, Staff and Student Works

1. General Rule.

Subject to the exceptions noted in this Policy, as a general rule, The Art Institute does not claim ownership of Intellectual Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and Students.

2. Exceptions to the General Rule. Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:

- a) The Intellectual Property is developed as a Sponsored Work.
- b) The Intellectual Property is developed as a Commissioned Work.
- c) The Intellectual Property is developed using Substantial Institutional Resources.
- d) The Intellectual Property is developed by the creator within the scope of his or her employment with The Art Institute and constitutes a Work Made for Hire.
- e) The Intellectual Property is developed by a creator who is assigned, directed or funded by The Art Institute to create the Intellectual Property.
- f) The Intellectual Property is developed under a grant, program or agreement which provides The Art Institute with ownership rights, in whole or in part, to the Intellectual Property.

Under the circumstances described in Section III.A.2(a) through (f) above, the Intellectual Property shall be owned by The Art Institute (or by The Art Institute and any other party as specified in any written grant, program or agreement).

The creator of any Intellectual Property that is or might be owned by The Art Institute under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Art Institute of Atlanta and its branch campus' Leader, and to execute any document deemed necessary by The Art Institute to perfect legal rights in The Art Institute and enable The Art Institute to file applications for registration when desired.

3. Ownership Rights in Specific Types of Works.

For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:

- a) Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by The Art Institute. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to The Art Institute.
- b) Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and

scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by The Art Institute as Works Made for Hire or otherwise.

- c) If any Intellectual Property to be owned by The Art Institute under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.
- d) Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of The Art Institute will develop a written agreement with the user of those resources, which must be executed by the parties prior to use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to The Art Institute of Atlanta and its branch campus.
- e) Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.
- f) Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and The Art Institute will not use the Student's Work without the Student's permission to do so.
- g) Students working on a project governed by an existing written agreement to which The Art Institute is a party are bound by all terms of that agreement.
- h) Students hired to carry out specific tasks that contribute to Intellectual Property of The Art Institute retains no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work.
- i) Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to The Art Institute outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.
- j) The rights of The Art Institute to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non- Institution sponsor.

B. Independent Contractor Works.

As a general rule, The Art Institute will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Art Institute has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If The Art Institute does not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties' agreement.

IV. Institution's Usage Rights

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, The Art Institute shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related

accreditation or promotion of The Art Institute . Where practicable, The Art Institute will use best efforts to cite the creator of the Work if The Art Institute exercises such usage rights.

V. Institution's Marks

Intellectual Property comprised of or associated with The Art Institute's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "Marks") belongs exclusively to The Art Institute and/or its affiliates. This Policy is designed to protect the reputation of The Art Institute and its affiliates, and to prevent the illegal or unapproved use of The Art Institute's Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Art Institute. However, faculty, staff, and Students may identify their status or professional affiliation with The Art Institute as appropriate, but any use of The Art Institute's Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, The Art Institute. No products or services may be marked, offered, sold, promoted or distributed with or under The Art Institute's Marks without The Art Institute of Atlanta and its branch campus' prior written permission and compliance with the licensing policies of The Art Institute. All requests for use of Institution Marks must be submitted in writing to an officer designated by the Campus Leader. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise The Art Institute's Marks.

VI. Substantial Use of Institution Resources

Although "Substantial Institutional Resources" is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of The Art Institute, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of "substantial use" from time to time and implement any changes or clarification to the definitions which The Art Institute deems necessary in order to establish an appropriate standard.

VII. Review Scheme

Questions concerning this Intellectual Property Policy should be addressed to the Academic Affairs Office.

VIII. Reservation of Rights

The Art Institute reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. The Art Institute agrees, however, that it will endeavor to notify the entire Institution community through both print and electronic means of its intention to make modifications and/or changes to the Policy at least 30 working days prior to their enactment.

IX. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of The Art Institute and will remain in effect until modified or revoked by The Art Institute. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with The Art Institute changes or terminates.

X. Governing Law

This Policy shall be governed by and interpreted under applicable federal laws pertaining to intellectual property and applicable state law, without regard to choice of law provisions.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. This information also pertains to students enrolled in distance courses and programs. In addition, it puts limits on what information The Art Institute may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Office of the Registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

The Art Institute of Atlanta and its branch campus generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

1. To The Art Institute officials who have been determined by the school to have legitimate educational interests in the records. A school official is
 - a) a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
 - b) a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for The Art Institute has a legitimate educational interest.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.

11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or nonforcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator not the name of any other student, including a victim or witness without the prior written consent of the other student(s)).
 - a) Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see Section IV below).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and The Art Institute will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to The Art Institute officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Art Institute will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

The Art Institute designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members

Notice of these categories and of the right of an individual in attendance at The Art Institute to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar.

The Art Institute of Atlanta
6600 Peachtree Dunwoody Road, N.E.
100 Embassy Row
Atlanta, GA 30328-1649

The Art Institute of Virginia Beach
A branch campus of The Art Institute of Atlanta
Two Columbus Center
4500 Main Street, Suite 200
Virginia Beach, VA 23462

Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. The Art Institute of Atlanta and its branch campus may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, The Art Institute will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of The Art Institute of Atlanta and its branch campus. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
4. The Art Institute will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, The Art Institute decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, The Art Institute decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, The Art Institute will:
(a) maintain the statement with the contested part of the record for as long as the record is maintained; and
(b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

Any student has the right to file a complaint with the United States Department of Education concerning alleged failures by The Art Institute of Atlanta and/or the branch campus of The Art Institute of Virginia Beach to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). The name and address of the governmental office that administers FERPA is as follows:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

General Student Complaint Procedure

Students who have a general complaint that is not focused on discrimination or harassment have the right to file a complaint. The Art Institute of Atlanta and the branch campus of The Art Institute of Virginia Beach do not retaliate against any student bringing forth a complaint. The general complaint process is as follows:

1. To initiate a complaint that is not focused on discrimination or harassment, the student should first have a discussion with the person(s) most knowledgeable of the issue(s) involved or the person(s) with immediate decision-making responsibility within the appropriate department.
2. If the complaint is not sufficiently addressed, the student must put the complaint in writing and submit the written complaint to the Regional Dean of Student Success (if related to non-academic issues) or the Dean of Academic Affairs (if related to academic issues). The written complaint must include the name, phone number, email address, and identification number of the student (complainant). The written complaint must fully describe any steps taken to remedy the situation.
3. The Regional Dean of Student Success (if related to non-academic issues) or the Dean of Academic Affairs (if related to academic issues) will review the written complaint and arrange a meeting with the student in an effort to resolve the issue(s). The meeting will be held within 10 business days of the date of the written complaint submission. The student will be informed in writing of the resolution(s).
4. If the student is dissatisfied with the result of the meeting, a written appeal may be filed with the President (main campus) or Campus Leader (branch campus). The written appeal must include the name, phone number, email address, and identification number of the student (complainant). The written appeal must clearly delineate all previous steps and explain why any previous outcome has been unsatisfactory. The results of the written appeal will be provided within 10 business days from the date received. The student will be informed in writing of the result(s) of the appeal.
5. If the student continues to feel dissatisfied with the result, a written copy of the complaint can be submitted to the following state higher education agencies:

For The Art Institute of Atlanta:

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084
Phone: 770.414.3300
<https://gnpec.georgia.gov/>

Alabama Commission for Higher Education
100 North Union Street
Montgomery, AL 36104
Phone: 334.242.1998
www.ache.state.al.us

Private School Licensure Division of the Alabama community College System
135 South Union Street
Montgomery, AL 36104
Phone: 334.293.4500
<https://www.accs.cc/index.cfm/school-licensure/complaints/>

For The Art Institute of Virginia Beach:

State Council of Higher Education for Virginia
James Monroe Building
101 North Fourteenth Street
Richmond, Virginia 23219
804.225.2600

A written copy of the complaint can also be submitted to the following regional accreditation agency:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033
Phone: 404.679.4500
Fax: 404.679.4558

Non-discrimination Policy Statement

The Art Institutes system of schools does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. The Art Institutes system of schools provides reasonable accommodations to qualified individuals with disabilities. The Art Institutes system of schools will not retaliate against persons bringing forward allegations of harassment or discrimination.

The Art Institutes system of schools has designated staff members who handle inquiries and coordinate individual campus compliance efforts regarding the non-discrimination policy. The Office of Student Resolution can be reached by calling 888-719-7214 or sending an email to aistudentresolution@aii.edu.

The Art Institute of Atlanta

6600 Peachtree Dunwoody Road N.E., 100 Embassy Row, Atlanta, GA 30328
Main Campus 800.275.4242
Student Affairs 305.428.5900
<https://www.artinstitutes.edu/atlanta>

The Art Institute of Virginia Beach, a branch of The Art Institute of Atlanta

Two Columbus Center, 4500 Main St., Suite 200, Virginia Beach, VA 23462
Main Campus 877.437.4428
Student Affairs 305.428.5900
<https://www.artinstitutes.edu/virginiabeach>

Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the Student Complaint Procedure for Complaints of Discrimination and Harassment, which is outlined below. Students who believe they have been subjected to sexual harassment should follow the reporting process detailed in the Sexual Harassment Policy, which is also published in the Student Handbook. The Art Institute of Atlanta and The Art Institute of Virginia Beach do not retaliate against persons bringing forward allegations of harassment or discrimination. A copy of the Student Complaint Procedure for Complaints of Discrimination and Harassment is also provided in the Student Handbook, which can be found on the student portal and on the institutional website on the Student Consumer Information page on the Student Services Revealed tab.

The Student Complaint Procedure for Complaints of Discrimination and Harassment is intended to provide a fair, prompt, and reliable determination about whether the Non-Discrimination Policy has been violated. The procedure is as follows:

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. The complaint should be filed with the respective campus as noted below.

For The Art Institute of Atlanta:

President
The Art Institute of Atlanta
6600 Peachtree
Dunwoody Road Atlanta, GA 30328
770.689.4908

For The Art Institute of Virginia Beach:

Campus Leader
The Art Institute of Virginia Beach
Two Columbus Center
4500 Main Street
Virginia Beach, VA 23462
757.493.6767

Students can also submit their complaints via the following phone number or email address: Student Resolution (888) 719-7214, AIStudentResolution@aia.edu.

2. The complaint should be presented in writing and describe the alleged incident(s) and any corrective action sought. The complaint must be signed by the complainant.
3. The institution will investigate the allegation. During the investigation, both the accuser (complainant) and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position(s) to the investigator. Both the complainant and the accused will be entitled to have others present during any disciplinary proceeding. The complainant may be accompanied by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the complainant in understanding and cooperating in the investigation. The person may not be an attorney, unless otherwise required by local law. At the investigator's sole discretion, he or she may prohibit from attending or remove any person who disrupts the investigation.
4. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.

5. The complainant will be informed of any finding(s) that the Non-Discrimination Policy was or was not violated. If applicable, the complainant will also be informed of actions taken to resolve the complaint that are directly related to him/her, such as an order that the accused not contact the complainant. In accordance with institutional policies protecting an individual's privacy, the complainant may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
6. The decision of the investigator may be appealed by the complainant or the accused by petitioning to the President (main campus) or Campus Leader (branch campus). A written appeal must be made within 20 calendar days of receipt of the determination letter. The President (main campus) or Campus Leader (branch campus) will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The decision of the President (main campus) or Campus Leader (branch campus) shall be final.

For more information about individual rights under the federal laws prohibiting discrimination, a student should contact the Office for Civil Rights at the U.S. Department of Education. In addition, if a student feels dissatisfied with the results of the Student Complaint Procedure, a written copy of the complaint can be submitted to the following state higher education agencies:

For The Art Institute of Atlanta:

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084
Phone: 770.414.3300
<https://gnpec.georgia.gov/>

Alabama Commission for Higher Education
100 North Union Street
Montgomery, AL 36104
Phone: 334.242.1998
www.ache.state.al.us

Private School Licensure Division of the Alabama community College System 135 South Union Street
Montgomery, AL 36104
Phone: 334.293.4500
<https://www.accs.cc/index.cfm/school-licensure/complaints/>

For The Art Institute of Virginia Beach:

State Council of Higher Education for Virginia
James Monroe Building
101 North Fourteenth Street
Richmond, Virginia 23219
804.225.2600

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Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033
Phone: 404.679.4500
Fax: 404.679.4558

Disability Services Policy

The Art Institutes provide accommodations to qualified students with disabilities. The Office of Disability Support Services assists all qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at The Art Institutes.

Students who seek reasonable accommodations should notify the Office of Disability Support Services via phone at (888) 719-8607 or via email at aidisabilityservices@aii.edu of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation(s). Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with The Office of Disability Support Services to allow for time to gather necessary documentation.

If you have a concern or complaint in this regard, please contact the Student Resolution Team at AiStudentResolution@aii.edu or by calling (888) 719-7214. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

Campus Security

The Art Institute publish an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Affairs office during regular business hours. Copies of the Crime Report are available on the College website at:

For The Art Institute of Atlanta <https://d1dmo9iwh0r4qt.cloudfront.net/~media/ai/main/documents/student-consumerinformation/Atlanta/crime-report-atlanta.pdf>

For The Art Institute of Virginia Beach <https://d1dmo9iwh0r4qt.cloudfront.net/~media/ai/main/documents/student-consumerinformation/virginiabeach/crime-report-virginia-beach.pdf>

The Art Institute reports to the campus community concerning the occurrence of any crime includable in the annual security report is reported to campus security or local police and that is considered to be a threat to students or employees.

The Art Institute reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

The following number is also available for reporting a crime or crisis on your campus: The Art Institute Crisis Response (888) 718-8175.

Additional information for students who attend The Art Institute of Virginia Beach:

The following is SCHEV-required information for The Art Institute of Virginia Beach hereafter referred to as the Virginia-based Art Institutes:

APPROPRIATE ATTIRE

You are expected to dress appropriately for your profession while at the Virginia-based Art Institutes. You are expected to display good judgment; clothes should be comfortable and reasonable for the activities of education. Hats, sunglasses, short

shorts, and any attire with words that are offensive to others are not appropriate. Headphones may not be worn in classrooms without the consent of the faculty member, and are not permitted in the library – learning resource center. You must wear shoes and shirts at all times. Violations may result in your being asked to leave campus until you return in appropriate attire.

PROPERTY OF THE VIRGINIA-BASED ART INSTITUTES

You are responsible for any Virginia-based Art Institute books or equipment you use or check out. If material is lost or damaged, you will be charged for the cost of replacement or repair at the Virginia-based Art Institutes' discretion.

CHILDREN AND GUESTS

For reasons of safety and to ensure an appropriate educational environment, children and student guests are not permitted in classrooms, laboratories, or the library. Unattended children are not permitted anywhere in the building or in the property surrounding it.

ILLNESS OR INJURY

If you are injured or become ill on one of the Virginia-based Art Institutes or at any Art Institute function, we will arrange, if necessary, to have you taken to a physician, medical center, or other emergency treatment facility. You will be responsible for any resulting expenses. Review your personal and family insurance policies to determine whether adequate coverage exists. Information concerning student health insurance is available in the department of Student Affairs. International students are required to have medical insurance while enrolled at The Art Institute.

The Art Institute does not offer or provide referrals to student health insurance providers. International students are strongly encouraged to obtain health insurance while studying in the United States.

NON-FRATERNIZATION POLICY

Due to the inherently unequal relationship that exists between faculty or staff members and students and the possibility of unequal treatment, sexual or close social relationships between faculty or staff members and students are prohibited.

PERSONAL PROPERTY

The Virginia-based Art Institutes are not responsible for the loss or damage of any student's personal property. We encourage you to take measures to safeguard your property including placing your name and student number on valuable items. You may want to review your personal property or homeowner's insurance policies to ensure that valuable items are covered.

PORTABLE COMMUNICATION DEVICES

The Art Institute is committed to providing an atmosphere that enables the highest quality of student learning. In order to ensure the maintenance of such an environment, the College prohibits the use of portable telecommunications devices (cellular telephones, pagers, mp3 players, radios, etc.) in classrooms during class meetings and outside of the classroom at campus events (i.e. Pizza with the Campus Leader, town meetings, etc.) and other activities as designated by the Regional Dean of Student Success. Requests for exceptions to this process must be submitted seven (7) days in advance to the Director of Student Affairs. All above designated devices must be disabled prior to class periods and/or events. Failure to adhere to this regulation may result in disciplinary action.

POSTERS, FLYERS, AND BANNERS

The Virginia-based Art Institutes provide bulletin boards for your use in several areas. Students may place posters and flyers which are in good taste and meet college guidelines on these bulletin boards with approval from the department of Student Affairs. Posters and signs may not be affixed to walls, elevators, or other places not intended for their display. Copies of posting

The Art Institute of Atlanta Board of Trustees

Board of Trustees of AI Atlanta		
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John Pufahl, EdD (Chair)	Independent	Retired higher education professional with 50+ years of experience; Served 16 years as a Campus President and senior academic leader with The Arts Institutes
Janet Day	Independent	Retired higher education professional with 45+ years of experience, including 12 years as President of AI Atlanta; Experience as a consultant and trainer, as well as Interim President at various Art Institutes campuses
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Calvin Brown, EdD	Independent	Experienced higher education administrator with 15+ years of expertise in assessment and evaluation, general education, and accreditation; Current Associate Provost of Clark Atlanta University
Phillana Williams, BA	Independent	Experience as a Marketing Executive in the Entertainment and Government sectors; 23 + years in product development, social media marketing, event management, public relations strategy and management, community engagement and workforce development.
Tray Crow, MFT	Independent	Strategic innovator with experience in design, education, and management; 12+ years as Director of Interior Design with Gulfstream Aerospace corporation.
Claude Brown	Ex Officio, Non-Voting	Experienced professional in fashion design and education; Current Chancellor of The Arts Institutes International
David Pugh, Ed.D	Ex Officio, Non-Voting	Higher education professional with over 20 years of leadership experience in the field at both public and private institutions.

The Arts Institutes International LLC Board of Managers	
Name	Professional Position/Affiliations
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Josh Nabatian	Partner, Arcadia Investment Partners
Claude Brown (Ex Officio – Voting)	Chancellor, The Arts Institutes International LLC

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Statements of Ownership

The sole member of the “**The Art Institute of Atlanta Aii, LLC**” is “**The Arts Institutes International LLC**” (All LLC). The sole member of All LLC is the “**Education Principle Foundation**” (EPF).

The sole member of the “**The Art Institute of Virginia Beach Aii, LLC**” is the “**The Art Institute of Atlanta Aii, LLC**”. The sole member of the “**The Art Institute of Atlanta Aii, LLC**” is “**The Arts Institutes International LLC**” (All LLC). The sole member of All LLC is the “**Education Principle Foundation**” (EPF).

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CATALOG ADDENDUM

Catalog 2022 – 2023

Effective Date: September 7, 2023

The Art Institute of Atlanta
6600 Peachtree Dunwoody Rd, NE
100 Embassy Row
Atlanta, GA 30328-1649

The Art Institute of Virginia Beach
A branch campus of The Art Institute of Atlanta
Two Columbus Center
4500 Main Street, Suite 200
Virginia Beach, VA 23462

Table of Contents

ACF Accreditation removed from Virginia Beach.....	3
Satisfactory Academic Progress Policy Updates	3
Revised content for Digital Bookshelf and Digital Textbooks	3
Revised content for The ART Grant.....	3
Accreditation Statement Update	4
Update to Program Offerings	4
Changes to Course Descriptions	4
New Course Offerings.....	4
Updated Program Offerings	5
Diploma in Digital Media Production (Previously Diploma in Digital Image Management)	5
Diploma in Fashion Business (Previously Diploma in Fashion Retailing)	6
Diploma in Residential Design (Previously Diploma in Residential Interiors)	7
Diploma in Web Design UI/UX (Previously Diploma in Web Design)	7

ACF Accreditation removed from Virginia Beach

The following accreditation statement should be considered removed from page 3 current Catalog:

The Bachelor of Science degree in Culinary Management, the Associate of Art degree in Culinary Arts, and Diploma programs in Culinary Arts and Baking & Pastry offered at The Art Institute of Virginia Beach are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation.

Satisfactory Academic Progress Policy Updates

The following definitions provided as part of the Satisfactory Academic Progress Policy on page 192 of the current catalog are revised as shown below:

The definition of F=Earned F will be replaced with the following:

F = Failing Students who failed the course and did not withdraw from the course, or from a total academic program of study, after the drop/add period, or before or after the course withdrawal deadline. The course's instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credits attempted.

The definition of WX = Course was registered for but never attended is considered fully removed.

Revised content for Digital Bookshelf and Digital Textbooks

This paragraph from page 125 of the current catalog is revised to read as follows.

A majority of courses will have a Digital Textbook associated with the course. Courses that include a Digital Textbook will be noted in the registration material.

Revised content for The ART Grant

The paragraphs from page 129 of the current catalog is revised to read as follows.

THE ART GRANT

The Art Institutes systems of schools is committed to helping you achieve your education and career goals and helping to put you on the path to a life of creativity. That's why we're offering The Art Grant, which you can earn you a grant toward your tuition - at an average of up to 23% of the total tuition amount for diploma, bachelor's and associate's degree programs. The ART Grant rewards you for your progress in school by helping you reduce your college debt and manage the cost of your education.

How to qualify: For every 6-12 credits earned, as you maintain continuous enrollment and satisfy other eligibility criteria, you earn the grant that will be applied to your tuition. That means a student can earn the grant—up to 23% of tuition cost; based on the number of credits earned in an academic term. After successful completion of credits earned the following value will be applied toward tuition charges per academic term:

- 6-8 earned credits \$621
- 9-11 earned credits \$1,035
- 12 or more credits \$1,587

The ART Grant program may not be used in combination with the Continual Transfer Waiver.

Accreditation Statement Update

Accreditation Statement for The Art Institute of Atlanta is revised to read as follows:

The Art Institute of Atlanta is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award diploma, associate, baccalaureate, and master's degrees. Questions about the accreditation of The Art Institute of Atlanta may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on the SACSCOC website (www.sacscoc.org).

Update to Program Offerings

The Diploma in Commercial Photography offered by The Art Institute of Atlanta is no longer accepting new enrollments at this time. Any content relevant to this program should be considered unavailable.

The Diploma in Commercial Photography offered at The Art Institute of Atlanta will no longer accept new enrollments. Any content relevant to these concentrations should be considered unavailable.

Changes to Course Descriptions

For PHOA 212 Editorial Photography, the prerequisite is changed to PHOA 232 Portraiture.

For GWDA202 Interface Design, the prerequisite is changed to GWDA 111 Introduction to Layout Design.

For GWDA 407 Interactive Communication Usability and Prototyping is changed to Academic Approval Required.

New Course Offerings

The following course description should be considered added to the Course Description section beginning on page 64 of the Current Catalog in alphanumeric order.

GWDA 215 Material and iOS Design (3 Credits)

This course provides an in-depth understanding of the core principles of designing apps for Android and Apple devices, and how to apply these principles to create effective and aesthetically pleasing user interfaces. The course will combine theoretical concepts related to the Material and iOS design languages with hands-on experience in designing interfaces using industry-standard design tools. Students will have the opportunity to learn the current design trends, patterns, and best practices through case studies and real-world examples.

Prerequisite(s): None

GWDA 343 User Experience Design: Project Development (3 credits)

A continuation of User Experience Design: Prototyping, this course examines the methodologies and techniques of developing multi-platform interactive experiences. Previous user experience research, prototyping, and testing culminate into an engaging, interactive, multi-platform user experience. Students demonstrate an advanced understanding of the User Experience design industry.

Prerequisite(s): Academic Approval Required

GWDA 410 UI/UX Capstone
(3 Credits)

Students in this capstone course present a comprehensive understanding of the user interface and user experience design process. Proficiency will be demonstrated by the creation of a professional design project that employs user research, design iteration based on testing and feedback, and presentation in a professional setting.

Prerequisite (s): None

Updated Program Offerings

The following programs are available for enrollment at the campus locations indicated in each program layout. In the next iteration of the catalog, these pages will be added to the other program offerings in alphabetical order by program name and listed as offerings on the Program Offerings listings on pages 6 & 7 of the Current Catalog.

Diploma in Digital Media Production (Previously Diploma in Digital Image Management)

Digital Media Production provides students with hands-on experience in the world of digital content creation. This program is designed for students interested in continuing studies to acquire necessary skills for employment, advancement in industry by expanding their expertise, or to articulate into a four-year media program. Students will take classes in audio, film, and photography that provide key media creation and publishing skills. In addition, students are able to mold their education with a variety of electives that includes XR, motion graphics, marketing, and more, providing a personalized skillset.

Program Outcomes:

- Learn the foundations of production media design.
- Demonstrate and apply the language of visual narrative through still and video playback.
- Understand and apply basic lighting skills and equipment, setting up one-to-three-point lighting.
- Understand principles of light and acoustics and their shared impact.
- Apply principles of design through still and video playback.
- Define and apply the language of non-linear editing to visual storytelling.
- Develop a focused portfolio, highlighting and promoting industry skillsets.

Locations Available:

The Art Institute of Atlanta

Diploma in Digital Media Production

48 Quarter Credits Required

Program Courses: 48 Quarter Credits (unless otherwise indicated each course is three (3) credits)

AUDA 101	Fundamentals of Audio
AUDA 113	Digital Audio I
DFVA 103	Fundamentals of Video Production
DFVA 111	Principles of Cinematography
DFVA 113	Fundamentals of Editing
DFVA 133	Lighting for Digital Film
FNDA 135	Image Manipulation
FNDA 150	Digital Color Theory
GWDA 111	Introduction to Layout Design
PHOA 101	Principles of Photography

PHOA 102 Photographic Applications
Program Electives (Choose 5)

Diploma in Fashion Business (Previously Diploma in Fashion Retailing)

The Fashion Business Diploma program is designed to teach students how to use their combined creative and business skills to display, market, and sell fashion merchandise. Graduates will be able to effectively understand and meet the customer's needs, and ultimately encourage sales. This is accomplished by having a keen awareness to the changing needs of the consumer, learning how to identify and predict new style trends, and by being able to conceptualize and promote fashion displays and sales campaigns. Students in the Fashion Business Diploma program will gain knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

Program Outcomes:

- Demonstrate the ability to combine creative and business skills to display, market, and sell fashion merchandise.
- Demonstrate the ability to understand and meet the customer's needs, and ultimately encourage sales.
- Demonstrate an awareness of the changing needs of the consumer, identify and predict new style trends, and use this information to conceptualize and promote fashion displays and sales campaigns.
- Demonstrate the ability to evaluate apparel construction and identify appropriate characteristics and uses of different textiles.
- Demonstrate knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

Locations Available:

The Art Institute of Atlanta

Diploma in Fashion Business

48 Quarter Credits Required

Program Courses: 48 Quarter Credits (unless otherwise indicated each course is three (3) credits)

BULA401	Innovation and Entrepreneurship
FADA416	Licensing
FASA108	Management I
FASA 116	Visual Merchandising I
FASA118	Retail Marketing
FASA128	Sales Promotion I
FASA 158	International Retailing
FASA 160	Sustainable Textiles
FASA228	Fashion Buying I
FASA238	Business Policy
FASA258	Advertising for Fashion I
FMDA302	Product Development I
FMDA305	Fashion and Luxury Brand Management
FMDA318	Introduction to Cosmetics and Fragrance
FMDA351	Fashion Omnichannel and E-Commerce
MARA307	Consumer Behavior

Diploma in Residential Design (Previously Diploma in Residential Interiors)

The Residential Interior Design Diploma is ideal for aspiring designers who want to increase their knowledge, career opportunities, and professional standing in the interior design industry. This diploma program develops an understanding of spatial design through 2D and 3D drawing, sketching, hand drafting, and computer modeling. Students will study various interior design topics ranging from architectural drafting, 3-D design, design process, design history, interior materials, textiles, lighting, codes, regulations, and kitchen and bath design. Students will build foundation skills in interior design styles and movement to enhance their capabilities to better address the client's needs.

Program Outcomes:

- **Design Theory:** Solve complex interior design problems using the design process and their knowledge of principles, theories, and applications to analyze the client profile and project program, both individually and collaboratively. Gain an in-depth awareness of residential design opportunities, such as Environments for the Aging, Multi-Family, Model Homes, Apartments & Condos, and Primary & Secondary Homes.
- **Communication:** Provide interior design services using effective oral, written, and visual communication employing a variety of means, methods, and technologies in both 2- and 3-dimensions
- **Professionalism:** Provide professional services based on their body of knowledge with a standard of care that meets client needs and protects the public's health, safety, and welfare ethically and legally.

Locations Available:

The Art Institute of Atlanta

Diploma in Residential Design

48 Quarter Credits Required

Program Courses: 48 Quarter Credits (unless otherwise indicated each course is three (3) credits)

FNDA 120	Perspective Drawing
FNDA 150	Digital Color Theory
INTA 101	Architectural Drafting I
INTA 102	Introduction to Interior Design
INTA 103	CAD
INTA 105	Sketching and Ideation
INTA 111	Space Planning
INTA 121	Architectural Drafting II
INTA201	Materials and Specifications
INTA 202	Presentation Techniques
INTA211	Codes and Regulations
INTA 212	Residential Design
INTA 213	Kitchen and Bath Design
INTA 222	Human Factors
INTA 232	Lighting Design
INTA 306	Professional Practice

Diploma in Web Design UI/UX (Previously Diploma in Web Design)

This 48-credit hour UI/UX Design Diploma combines a solid base of foundational graphic design courses with hands-on courses in user research, prototyping, and testing. The program is designed for individuals with no prior graphic design experience who

wish to enter the field of user interface and user experience design. However, those with sufficient design training and/or experience can receive credit for the foundational courses and go straight into the UI/UX core classes.

The program is designed to be completed in approximately one year, with students taking a total of 16 courses. The curriculum includes a combination of lectures, workshops, and hands-on projects that provide students with the necessary skills and knowledge to create effective and engaging user experiences.

Program Outcomes:

Upon completion of the Web Design UI/UX Diploma Program, students will be able to:

- Demonstrate a thorough understanding of graphic design principles and their application in user interface and user experience design.
- Analyze user needs and preferences through various research methods, including surveys, interviews, and usability testing.
- Develop user personas and use-cases to inform the design process.
- Create wireframes, low-fidelity prototypes, and high-fidelity mockups using industry-standard software and tools.
- Use information architecture and navigation design principles to create intuitive and efficient user interfaces.
- Apply typography, color theory, and layout design principles to enhance the visual appeal and usability of user interfaces.
- Conduct usability testing and analyze user feedback to refine designs and improve the user experience.
- Create responsive designs that are optimized for different screen sizes and devices.
- Develop a professional capstone Web Design UI/UX project that demonstrates proficiency in design principles, software tools, and user research methods.

Locations Available:

The Art Institute of Atlanta

Diploma in Web Design UI/UX

48 Quarter Credits Required

Program Courses: 48 Quarter Credits (unless otherwise indicated each course is three (3) credits)

ADVA 307	Brand Strategy
FNDA 135	Image Manipulation
FNDA 150	Digital Color Theory
GWDA 101	Applications and Industry
GWDA 105	Concept Design
GWDA 111	Introduction to Layout Design
GWDA 112	Typography I - Traditional
GWDA 122	Typography II – Hierarchy
GWDA 202	Interface Design
GWDA 204	Introduction to Writing for Interactive Media
GWDA 215	Material and iOS Design
GWDA 307	User Experience: Research
GWDA 343	User Experience Design: Project Development
GWDA 382	Design for Mobile Devices
GWDA 407	Interactive Communication Usability and Prototyping
GWDA 409	Graphic Design Capstone OR GWDA 410 UI/UX Capstone